DOCUMENT RESUME

ED 226 125	CE 034 819
TITLE	Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Students. Phase IV: Revised Curriculum. Final Report. July 1981 to June 1982.
INSTITUTION	University of West Florida, Pensacola.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE	Jun 82
NOTE	237p.; For related documents see ED 193 495 and ED 199 463.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Contraception; Curriculum Development; Decision Making; Decision Making Skills; Early Parenthood; Educational Needs; Family Life; *Family Life Education; Family Planning; Family Relationship; Home Economics Teachers; Interpersonal Relationship; *Learning Activities; Lesson Plans; Middle Schools; Needs Assessment; Pregnancy; Pregnant Students; Reproduction (Biology); Role Perception; *Sex Education; State Curriculum Guides; Teacher Attitudes; *Teaching Methods; Transparencies; *Units of Study; Values Clarification; Values Education
IDENTIFIERS	Florida

ABSTRACT

This revised curriculum, developed for use in Florida middle schools, is a comprehensive family life education course. The content of the course was determined (1) through a "Needs Assessment Inventory for Teenage Pregnancy Prevention," which was sent to more than 1,200 home economics teachers in Florida (and returned by the majority of them), and (2) from the original curriculum that was developed immediately following the needs assessment. The curriculum is flexible and is comprised of six themes, all of which are based on Havinghurst's developmental tasks for adolescents. The six themes are changing bodies and medical concerns, values clarification, decision making, family relationships, interpersonal relationships, and role development. Each theme is self contained and consists of individual lesson plans. Each lesson plan includes notes to the teacher that suggest ways of teaching the lesson and extensive background information needed to teach the lesson. The remainder of the lesson plans follows a traditional format, including goals, objectives, generalizations, learning activities, and evaluation. Learning activities are independent of each other to allow freedom of choice. Illustrations suitable for use as transparency masters and student activity sheets are included in the plans. The revised curriculum guide also contains a glossary, expanded references, bibliography, additional evaluation activities, and the assessment instrument used to gather information on educational needs. (KC)

ED226125

Project No. DVE 2-1E11

From July 1981 to June 1982

LAYING THE GROUNDWORK FOR AN INTERDISCIPLINARY EFFORT AIMED AT PREVENTION OF PREGNANCY AMONG MIDDLE SCHOOL STUDENTS

PHASE IV: REVISED CURRICULUM

THE UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA

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It is impossible to thank individually all the supportive educators in Florida who have helped make this project a success. These educators will be found in schools, resident homes, counseling centers and service organizations throughout Florida. Thank you for your caring and dedication. Our very special thanks go to Judy Seymour and Coy Morse, Jackson County; Gail Hill, Palm County; Martha Lee LaCroix and Brenda Conto, Dade County; Marilyn Middleton and John Temple, Santa Rosa County; Eleanor Atkinson and Wayne Kennedy, Osceola County; and Pat Ashcroft, Leon County.

CONTENTS

Page

INTRODUCTION v

RATIONALE xix

USING THE CURRICULUM xxiv

THEMES FOR CURRICULUM DEVELOPMENT 1

  CHANGING BODIES AND MEDICAL CONCERNS 3

  VALUES CLARIFICATION 93

  DECISION-MAKING 133

  FAMILY RELATIONSHIPS 165

  INTERPERSONAL RELATIONSHIPS 175

  ROLE DEVELOPMENT 195

EVALUATION 211

GLOSSARY 217

BIBLIOGRAPHY 221

APPENDIX: THE NEEDS ASSESSMENT INSTRUMENT 223

ILLUSTRATIONS

Page

FEMALE REPRODUCTIVE SYSTEM.................................... 17

OVERLAY.. 19

FRONT VIEW OF FEMALE REPRODUCTIVE SYSTEM...................... 21

OVERLAY.. 23

SIDE VIEW OF FEMALE REPRODUCTIVE SYSTEM....................... 25

OVERLAY.. 27

THE MENSTRUAL CYCLE.. 29

PHASES OF THE MENSTRUAL CYCLE................................ 31

FRONT VIEW OF MALE REPRODUCTIVE SYSTEM........................ 37

OVERLAY.. 39

SIDE VIEW OF MALE REPRODUCTIVE SYSTEM......................... 41

OVERLAY.. 43

FEMALE DIAGRAPH.. 45

MALE DIAGRAPH.. 47

PRE-CONCEPTION... 75

FERTILIZATION.. 77

5

INTRODUCTION

In 1979, a "Needs Assessment Inventory for Teenage Pregnancy Prevention" (Appendix) was sent to home economics teachers in 64 Florida counties. More than 1200 teachers were asked whether they approved of the inventory's 84 objectives and whether they felt prepared to teach them. The majority of teachers returned the survey. Many expressed strong feelings and divergent attitudes about the content, such as:

> "In the pre-vocational programs now taught in middle school, there is no room for topics such as are described in this bulletin. It's sad that so many of these skills are neglected when they are so important, but you know the programs are pretty well structured away from personal feelings, emotions, etc."
>
> "The subject matter requested here is of the utmost importance. People who accept the responsibility for guiding other people's development in these areas ought to be of the highest calibre themselves."
>
> "We are most concerned about the junior high age--the differences in emotional, social and physical development at this age are tremendous! Therefore, information needed by one student is insulting or upsetting to another. It is difficult to balance between not condemning one student or encouraging another. Sometimes the discussion in itself can imply an OK on the teacher's part."
>
> "We could really use a program that could be taught in the mixed classroom with the maturity level of eighth graders and ninth graders. We need a program that a principal would back and a majority of parents would approve of."
>
> "We need more direction in teaching strategies for family planning--integrating personal responsibility with the physiological aspect."
>
> "I feel all of these skills are important. The student needs to be exposed to *much* of this information by age 11 and 12."
>
> "Home economics teachers would need a lot more sex education courses if we were ever given the responsibility for teaching sex education. I am for it *only* after being better prepared."

> "I do not give any approval to sex-related courses in the school. This is a different opinion than when I first began teaching. But, there is no amount of information or discussion that can solve the problems occurring because of disobedience to God's commandments. Only a life turned over to Christ can be on the right path. All courses designed to 'get it out in the open,' 'to discuss real life,' etc., just don't fill the bill--they might be the only thing we can try [in public school] but I still cannot approve...."

Such comments made us more sensitive to the problems and demands placed on teachers. Their concerns are summarized below:

1. Can a personal needs course be justified in the school, especially in the junior high-middle school type of organization?
2. Will the school administration and the community accept such a program?
3. Am I equipped to handle such sensitive and yet significant teaching responsibilities?
4. How can I cope with the wide range of variation in level of ability, interests, maturity, and social skills among students?
5. How can I ensure that students will take the course seriously?
6. Does it really matter now--or is it too late to influence the attitudes of students in the junior high-middle schools?
7. How can I present information related to pregnancy prevention without offending particular groups or individuals?
8. How can I teach the objectives when I feel that the basis of the problem is moral standards rather than a lack of information?

In their response, the teachers reaffirmed their awareness and comprehension of the significance of the task and their role as responsible teachers.

Teacher concerns directed the development of our guide. At the outset, the same assessment inventory (with the exception of the preparedness scale) was sent to a representative sample of Florida citizens. It asked whether they approved of having the six themes taught to middle school students: Role Development, Changing Bodies and Medical Concerns, Values Clarification, Decision-making, Family Relationships, and Interpersonal Relationships. With one exception (a mean score of 5.71 on "Role Development") Florida citizens gave the remaining themes a mean score of at least 6.0 on a scale of 7.

The remainder of this *Introduction* addresses the concerns voiced by the teachers.

"HOW CAN WE COPE WITH THE TREMENDOUS DIFFERENCES IN EMOTIONAL, SOCIAL, AND PHYSICAL DEVELOPMENT AT THE JUNIOR HIGH-MIDDLE SCHOOL AGE?"

Students can look around and see many differences in the emotional, social, and physical development of their peers, and thus can be taught to perceive a wide variation of normality among individuals. Our curriculum guide attempts to help students recognize such differences. Students often will be asked to work in groups and teach each other. They will share differing attitudes, ideas, beliefs, and means of communicating, managing conflicts, and reasoning. Some students will be used as role models by other students--but not due to direction from teachers or others in authority!

Our guide also addresses the subject of maturity: how to recognize maturity, how to become mature. By observing differences in behavior, students will be part of real-life demonstrations of mature or immature behavior in the classroom. Also, students can be taught to appreciate differences in individuals and that appreciation is another step toward maturity.

However, it is important to remember that students are more alike than different. Let's review some characteristics of young adolescents (Ambron, 1975).

1. Young adolescents are experiencing a growth surge.

   Height increases by approximately 25 percent, and weight increases by approximately 50 percent during adolescence. Such changes are accompanied by corresponding changes in body proportions. Girls begin their growth surge earlier--usually between the ages of 9 and 12. Growth then slows and generally stops between the ages of 15 and 18. Boys begin their primary stage of growth generally between the ages of 12 and 14. Their growth rate reaches a peak at about age 15 and declines slowly until age 19 or 20.

   One of the most obvious changes is in the trunk of the body. Boys' shoulders widen while their hips seem to become narrower. However, girls' hips become broader than their shoulders. At first, however, the neck, arms, and legs grow more than the trunk, forming an awkward disproportionate appearance that contributes to self-consciousness.

2. Young adolescents are experiencing sexual maturation.

Puberty is the major biological event of adolescence (Lunde and Lunde, 1980).

Puberty is divided into three stages:
  a. the pre-pubescent stage in which secondary sex characteristics begin to develop but reproductive organs do not function;
  b. the pubescent stage in which secondary sex characteristics continue development and the reproductive organs begin producing ova and sperm;
  c. the post-pubescent stage in which sex characteristics are well developed and sex organs function to their full capacity.

Approximately 50 percent of girls reach the pubescent stage by age thirteen, whereas 50 percent of boys reach the same stage at age fifteen.

Children are reaching puberty earlier than their parents did and are growing taller and heavier as well. Such physical changes could lead to increased conflict between parents and children concerning dating.

3. They are achieving cognitive maturity.

According to Piaget (1970), young adolescents are able to examine abstractions, such as humanity and justice, and can consider intrinsic qualities. Also, adolescents are able to think about concepts beyond both the realm of their own experience and the information presented. Additionally, they can deal with ideas that are contrary to fact.

Another significant step is the development of the ability to deal with symbols. Young adolescents are able to understand metaphors and allegories.

Their increased ability to reason and form hypotheses may cause difficulty in making decisions since they are able to view problems from several perspectives and to consider more than one alternative. This change may lead to conflicts with parents and other authority figures, especially when adults fail to explain the reasons for their behavior.

4. The adolescent's range of moral reasoning increases.

The ability to reason abstractly brings about awareness of conflicts in social standards and behaviors. In terms of Lawrence Kohlberg's levels of moral reasoning (see Kastenbaum's chart, p. X), the early adolescent is likely to function at either Stage 2 (I'll do something nice for you if you'll do something nice for me.") or Stage 3 ("I'll be good in order to please others and win their approval.") (Arbuthnot and Faust, 1981). Early adolescents become able to perceive that their moral reasoning may be inadequate and thus can be helped to attain a higher level of moral reasoning. Teachers may wish to request in-service training in this crucial and sometimes difficult area (for teacher resources, see Kohlberg and Turiel, 1974).

5. Young adolescents are seeking an identity.

The ability to reason abstractly permits young teens to become introspective--to reflect on their thoughts about themselves as well as the thoughts of others. They generally evaluate themselves according to their perceptions of the evaluations of others. They believe others are as preoccupied with their behavior and appearance as they are, and make decisions on the basis of the responses they receive.

Self-consciousness is related to their belief that their feelings and thoughts are greatly different from those around them.

A redeeming feature of and for young adolescents is the development of a sense of humor. Allport (1961) called this development the core of the mature personality and the most striking correlate of insight. The adolescent's increased ability to think abstractly can result in a more sophisticated sense of humor. Although it can be corny or *dirty*, humor based on self-appraisal rather than other-appraisal becomes more frequent and acceptable.

6. Adolescents are very dependent on and loyal to parents except for appearance and leisure-time pursuits.

Adolescents often prefer to be with peers rather than family. Peer interaction mirrors organizational interaction in the adult world. Adolescents must learn to deal with power hierarchies.

In most cases, the typical adolescent differs little from his parents in areas such as moral attitudes and vocational preferences.

STAGES OF MORAL REASONING[1]

Stage 0 - No Morality Orientation - "What I Want"

The child does one thing or another because he or she *wants to*. There is no distinction between what is desirable and what is *right* or *wrong* in the moral sense.

Stage 1 - Punishment-Obedience Orientation--"What Pleases Mom and Dad"

It is what a powerful, prestigious authority says that makes something either right or wrong. The child obeys without question to avoid punishment.

Stage 2 - Instrumental Hedonism and Concrete Reciprocity--"What Makes You and Me Happy?"

Decisions are made on the basis of practical considerations. The right thing is what benefits oneself and perhaps others (instrumental hedonism: doing something to bring pleasure). "I'll do something nice for you if you will do something nice for me" (concrete reciprocity) is also characteristic at this time. The absolute power of an authority no longer dominates.

Stage 3 - Orientation to Interpersonal Relations of Mutuality--"Being Good to Others"

This was first known as the *good-boy* stage of moral development. The motives and intentions are regarded as crucial to the morality of an action. It is not just what a person does, it is also why he or she does it. The child is *good* in order to help others and to gain social approval. There is satisfaction in being a *good person* apart from specific, concrete actions.

Stage 4 - Maintenance of Social Order, Fixed Rules, and Authority--"Obeying the Law"

The basic sense of morality at this time is drawn from the laws of the land and from the existing social order in general. The child at this time sees goodness in terms of being a law-abiding citizen and group member. The laws and regulations of the social order itself are not questioned; whoever upholds law and order must be good.

Stage 5 - Social Contract Perspective--"Obeying the *Right* Laws"

This stage is divided into two substages: first, the individual recognizes that there is something arbitrary in the rules and expectations of social order. Laws still should be obeyed because they comprise a social contract, an arrangement tolerated in order to live harmoniously with others. Secondly, however, some laws are better than others and one can advocate revising laws through due process. The sense of laws being relative to particular groups with morality as such being something that goes beyond simple obedience to established laws is a shift that continues within Stage 5.

Stage 6 - Universal Ethical Principle Orientation--"Obeying My Conscience"

The individual's conscience becomes critical here. There is an increased sense of personal moral responsibility: "I must do what I feel deeply to be right, based upon all I understand about life." Moral decisionmaking at this stage may lead either to conventional or unconventional judgments from the social-group standpoint. This is a more inner-directed moral sense, as contrasted with the socially-directed moral sense of Stage 5.

Stage 7 - Contemplative Nonegoistic Experience (hypothetical)--"What Is the Meaning of Life?"

The possibility that this stage exists was suggested by Kohlberg and Turiel (1974) on the basis of philosophical and biographical information compiled through the centuries, rather than on the basis of controlled research. In this stage, the question, "Why be moral?" is confronted and answered by the individual, just as the previous progression of stages represented a movement away from external authority and group regulation.

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[1] From Kastenbaum, R. Humans developing: A lifespan perspective. Boston: Allyn and Bacon, 1979, pp. 359-360.

Knowledge of the characteristics of developing adolescents was used as a framework for developing this guide. This developmental approach becomes evident immediately upon observing the format: Theme, Goal, and Objectives. The first theme, Changing Bodies and Medical Concerns, reflects the obvious cognizance of young adolescents--who are experiencing changes which causes them concern.

"HOW CAN THIS INFORMATION BE PRESENTED SO THAT STUDENTS WILL TAKE IT SERIOUSLY?"

Students may giggle or snicker in reaction to at least some of the themes presented in our guide, especially in the area of Changing Bodies and Medical Concerns. Giggles and snickers, although sometimes bothersome to teachers, are probably *not* indications that students aren't taking the information seriously. Instead, they may be accepting it very seriously but feel uncomfortable. Giggling is a way of trying to conceal embarassment. Teachers can deal with this behavior in various ways, for example:

1. Assure students that many people often feel uncomfortable talking about sex and pregnancy and sometimes giggle and laugh when they feel uncomfortable. Let them know that it's all right to giggle and laugh, but as they become more comfortable with the subject matter, they will feel less need to laugh. (This often stops the giggling entirely, although a little more time may be required.)

2. Use humor as a technique. Human beings are very funny creatures at times; one mark of a mature personality is the ability to laugh at one's self.

"HOW CAN WE TEACH WITHOUT CONDONING CERTAIN VALUES AND BEHAVIORS WHILE CONDEMNING OTHERS?"

We recognize that discussion of a sensitive area can convey the idea that the teacher approves of a particular behavior. However, there are certain approaches and techniques the teacher can use to help youths examine their attitudes and values in order to determine whether their behaviors are likely to result in positive or negative consequences.

A critical, yet often overlooked, technique is QUESTIONING. Asking students provocative questions probably helps them grow more than any other single technique. Since we believe in *showing* rather than in *telling*, we present information on QUESTIONING in a questioning mode:

1. WHAT WOULD HAPPEN IN THE LEARNING PROCESS IF TEACHERS COULD ASK NO QUESTIONS?

   a. *Practically no learning could occur.*
   b. *Intellectual processes could not be guided very well.*
   c. (add your response)
   d. (add your response)

2. WHAT IS THE GOAL OF QUESTIONING?

To lead learners through a series of mental processes that will increase their understanding of the problem, thus gaining insight into new situations.

3. CAN WE IDENTIFY TYPES OR CATEGORIES OF QUESTIONS?

   a. *Motivating questions that cause learners to be stimulated to learn (high-interest questions).*

   Example: Would you be interested in using a computer that could forecast your future? You would provide the computer with limited information: your name, age, height, weight, interests, and abilities. The computer would be prompted to tell you the type of person you will marry, when you will marry, your health prospects throughout life, the number of children you will have and the dates of their birth, and when you will die.

   b. *Comprehensive or knowledge questions.*

   Example: Describe changes that occur at puberty for males and females.

   This factual information is necessary so that students can comprehend that certain changes are normal (thus relieving anxiety), and have a purpose (thus developing an appreciation of their sexuality).

   c. *Higher-level questions that involve prediction, speculation, synthesis, and evaluation.*

   Example: Let's think about how your life would change if your parents selected the person(s) you could date. What would be different? How would you be affected?

   Students probably aren't given enough opportunities to think about possibilities in life. We know that individuals who can anticipate and think through problems are more prepared to deal with them if and when they occur.

4. HOW DOES QUESTIONING AFFECT OR DETERMINE THE EMOTIONAL CLIMATE OF A CLASSROOM?

Students are more likely to respond (and therefore to THINK) when they know their responses will not be rejected.

5. HOW CAN TEACHERS ACCEPT ANSWERS WHEN THEY ARE NOT CORRECT OR APPROPRIATE?

   a. *By accepting/praising the answer when it is plausible.*
   b. *By accepting/praising the effort.*

6. IS THERE A BEST WAY TO ASK QUESTIONS?

   Probably the most important thing to remember is to organize questions in natural sequence: i.e., basic information is given initially so that it can be used as building blocks to answer later questions.

   Then, and probably equally important, allow students enough time to think and to respond. Considering questions and the response should be an exercise in introspection, rather than an exercise in responding quickly.

7. WHY DO SOME TEACHERS EXCEL IN ASKING QUESTIONS?

   a. *The know a lot about the subject matter.*
   b. *They know various kinds of questions.*
   c. *They know their students.*
   d. *They desire to elicit responses from their students.*

8. HOW CAN WE EXPLAIN THE FACT THAT STUDENTS ASK FEWER QUESTIONS IN THE HIGHER GRADE LEVELS ALTHOUGH THEIR KNOWLEDGE BASE FOR ASKING QUESTIONS HAS INCREASED?

   a. *Too much emphasis is placed on asking factual questions (factual information is easily and quickly forgotten).*
   b. *Students have been reprimanded for incorrect answers although they have made an effort to answer.*
   c. *Sometimes teachers discourage questions because they don't know the answers.*

9. WHY SHOULD STUDENTS BE TAUGHT TO QUESTION?

   a. *To understand how to use the questioning process in problem-solving.*
   b. *To identify problems.*
   c. *To guide students toward finding answers or learning different views.*
   d. *To give teachers information as to the current level of student understanding.*

10. UNDER WHAT CONDITIONS CAN STUDENTS BE EXPECTED TO ASK RELEVANT QUESTIONS?

   a. *When students know that questions are valued.*
   b. *When teachers are sensitive to students' questions.*
   c. *When student responses are not rejected.*
   d. *When teachers ask many questions.*

15

In summary, QUESTIONING is a critical yet underused method of teaching. When teachers ask important questions in an understanding manner, wait for students to think, and then respond to student answers without criticism, the potential for student learning is heightened. At the same time, students are led to find their own answers without relying on their teachers. An example follows:

Student: *Mrs. Jones, do you think it's wrong for a boy and a girl to have a baby before they get married?*

Mrs. Jones: *That's an important question, Suzie. Let's think about that. What do you mean by the word, wrong?*

Suzie: *I mean do you think that it's bad for them to do it.*

Mrs. Jones: *How do people decide that some behavior is wrong?*

Suzie: *The Bible tells them, or their parents teach them it's wrong.*

Mrs. Jones: *There needs to be a reason for these teachings. Why does the Bible, or why do people, teach that something is wrong?*

Suzie: *I don't know. I guess they think somebody will get hurt.*

Mrs. Jones: *Yes, Suzie. I think you will find that in cases where people are generally taught some behavior is wrong, there is the possibility that someone will be hurt. Who might be hurt when a boy and a girl have a baby and they're not married?*

Suzie: *Well, the baby might be hurt since it didn't have a daddy.*

Mrs. Jones *We may be a little confused. The baby would have a daddy. However, the baby probably wouldn't have a daddy who could be there when the child needed him and who could take care of him and love him and meet his needs as a daddy could be more likely to do if he were married to the baby's mother. Is there anyone else who might be hurt?*

Suzie: *Well, the mama might be hurt if she had to work and do all the other things a baby needed her to do. That might be hard for her to do. She might start wishing she never had a baby.*

Mrs. Jones *That might happen, yes. Is there any way the daddy might be hurt?*

Suzie: *Well, the daddy might feel bad if he weren't doing anything for the child, or he might feel guilty.*

Mrs. Jones: *Yes, I agree with you.*

In this example, Mrs. Jones accepted the question, supported Suzie in asking her a question that started the questioning process. She asked Suzie to define a term which Suzie had probably not thought much about.

Mrs. Jones built on Suzie's previous response and took her a step further each time, encouraging her to think. Mrs. Jones was aware that

Suzie's initial question had been prompted by her need to learn about her world and make decisions for herself. Suzie didn't want to know *what* Mrs. Jones thought so much as she wanted to know *why* Mrs. Jones thought as she did. In the future, Suzie will be more likely to ask questions and also will be better prepared to question her world and to think.

For additional information on QUESTIONING see Classroom Questions: What Kind? by Norris M. Sanders (New York: Harper and Row, 1966).

The EMPATHETIC APPROACH is another way teachers can help young people discover different perspectives toward situations. It permits them to attain an understanding of a problem and reach a solution without being told what they *should* or *shouldn't do.* Young people generally resent adults *telling* them what to do. They profess to want to *find out on their own.* They can *find out on their own* through this approach without having to experience negative consequences from the actual behavior.

The EMPATHETIC APPROACH consists of the presentation of a conflict situation through a case study, a short film, a tape, a telephone dialogue, etc. After the presentation, each student is encouraged to *become* in turn each character in the scenario. Students speak as though they *are* the person, telling what they feel. Students will generally try to explain away their feelings, but teachers can encourage their empathizing by repeating, *I* feel . . ., *I* feel. . . . ., *I* feel . . .. Teachers can participate in this exercise and may need at times to express some attitudes that may be contrary to those communicated by the class such as guilt, concern, shame, embarrassment, doubt, tenderness, etc. After feelings have been expressed, the teacher can guide students toward a better understanding of behavior by asking questions, such as:

1. How would you describe ________________?
2. What did you like about her? What did you dislike about her?
3. What were his/her problems? (This question is critical! Students should be made aware that often the apparent problem may not be the problem at all. They need practice in problem identification.)
4. How did he/she try to resolve his/her problem?
5. Did it work? Why or why not?
6. What other approach might be tried?
7. Do you think he/she will be able to try another way? Why or why not?
8. What kind of help will he/she need?
9. With which character did you have the most trouble empathizing? Why? Least? Why?

This approach needs practice to be used successfully in the classroom. After students become comfortable with empathizing, they can begin to apply generalizations about behavior (with the teacher's help). Students can be helped to realize that those characters with whom they empathized without difficulty are likely to be those with whom they can identify. Those characters for whom they had little or no empathy may represent those with whom they may experience conflict in their own lives.

Klemer and Smith (1975) published a work describing the EMPATHETIC APPROACH in detail. We urge you to try this technique in your class. Once you become familiar with its application, we believe that you will use the EMPATHETIC APPROACH often.

"STUDENTS NEED THIS INFORMATION ABOUT PREGNANCY PREVENTION EARLIER. ISN'T IT REALLY TOO LATE TO BE TEACHING THIS NOW?"

We agree that this information should really be learned as a necessary part of growing up and not taught at one single age. Some of our students will already know a great deal of this information; others will actively be putting it into practice in the classroom; others will neither know nor be able to put it into practice. However, it is our belief that a basic principle of life is that *people can and do change*, especially under appropriate circumstances and with support and encouragement. The goal of education is to help people develop their full potential, and the purpose of this guide is to aid in achieving that goal.

"ARE HOME ECONOMICS TEACHERS PREPARED TO HANDLE SUCH SENSITIVE AND IMPORTANT ISSUES?"

In their Final Report: Phase II of this project, Morse and Dixon (1980) observed that various disciplines--including home economics, health-physical education, social sciences, and the biological sciences--have taught family life concepts. However, Womble and Yeakley (1980), after examining specific requirements for family living teachers, concluded that home economics teachers required less additional preparation than teachers in the other disciplines. East (1980), in a study of conceptual systems, reported that a high proportion of home economics teachers were individuals who seek information, are creative problem-solvers and flexible in orientation, and demonstrate a mature and abstract thinking style. East indicated that home economics teachers are socially oriented, a critical trait necessary for working with people and imparting information about sensitive matters. Our study (Morse and Dixon, 1980) found that home economics teachers viewed themselves "Somewhat Prepared" to teach the 84 identified competencies.

Although every teacher can certainly gain more competence in whatever area he/she is teaching, we believe that home economics teachers have the basic preparation and are well on their way to gaining even more expertise.

This guide is planned to enhance existing competence and to advance inherent potential of teachers. Instructions are presented in a *lesson plan* framework with suggestions for questions, responses, and generalizations.

"HOW CAN I TEACH THESE OBJECTIVES WHEN I FEEL THE PROBLEM HAS TO DO WITH MORAL STANDARDS RATHER THAN LACK OF INFORMATION?"

Behavior, such as intercourse before marriage, use of contraceptives before marriage, and possibly discussion of sexual issues generally have moral connotations in our society. Webster (1979) defines morals as "of or relating to the principles of right and wrong in behavior." In order to make a judgment concerning right and wrong, an individual must have some frame of reference. We believe that a frame of reference is found in the Golden Rule, i.e., the term *morals* refers to how we treat ourselves and others, or, stated somewhat differently, others will reciprocate if we treat them with dignity and respect.

We agree that the presentation of information alone is not likely to change moral behavior. As educators, we are aware that knowledge is a necessary beginning point, yet it is only a beginning point. If learning is to change behavior (as most educators believe it should), the learner must experience a full range of steps rather than the first level of the cognitive domain.

Our guide strives to require students to question, to compare, to weigh and make decisions, and to evaluate alternatives. It focuses on the affective domain by asking students to empathize and to make value judgments.

As educators and as individuals, we feel that morality stands up under scrutiny. We believe that sexual involvement for young adolescents is likely to have negative consequences and that birth control is a decision required only for those adolescents who are sexually active. The objectives and activities presented in our guide are designed to help young people learn to act in a way that they can achieve their full potential. The goal--achieving one's potential--is consistent with major religious doctrines and is, in fact, the aim of education.

RATIONALE

This curriculum was developed by the University of West Florida Home Economics faculty under a grant by the Division of Vocational Education, Department of Education. The curriculum was developed for use in family life education programs in an effort to prevent pregnancy among middle school students. The curriculum was revised and printed after field testing and evaluation in a variety of Florida educational settings. The underlying concept of this curriculum is to develop a student's ability to make responsible life decisions. Although this curriculum is aimed at preventing adolescent pregnancies, the decision-making process is effective and helps young people deal with problem areas such as self-understanding, goal setting, relationships and communications, all of which have been related to the quality of individual and family life.

The problem of adolescent pregnancy has reached alarming proportions. The increasing incidence and prevalence of pregnancy in adolescents are well-documented (Cutright, 1971; Zelnik and Kantner, 1976; Zelnik, Kim and Kantner, 1979). Each year, more than 600,000 adolescent women in the United States become mothers (Abernethy, 1974; Jaffe and Dryfoos, 1976).

Researchers at the Alan Guttmacher Institute described the severity and scope of the problem:

> Early childbearing is increasing everywhere, is emerging as a serious problem in many countries, and has reached alarming levels in others (where it is associated) with serious health, socioeconomic and demographic implications for the young women, young men, their offspring, and indeed, for the whole society . . .. Adolescent pregnancy is a serious threat to the life and health of a young woman . . . whether the birth occurs in or out of marriage. (The Alan Guttmacher Institute, 1976, p. 5)

The Institute report showed that yearly more than one million 15 to 19 year old women become pregnant, amounting to 10% of the young women in this age group. Two-thirds of the pregnancies occur out-of-wedlock, and an estimated 300,000 infants are born annually to mothers below age 15.

Further, research confirms a number of medical risks associated with teenage pregnancy, including increased incidence of infant mortality, prematurity, and neurological impairments linked to prematurity. Pregnancy during adolescence frequently heightens the risk of maternal mortality and morbidity, respectively (Menken, 1972; Johnson, 1974; Walters, 1975; The Alan Guttmacher Institute, 1976; Trussel, 1976).

In recent years, researchers have investigated various aspects of the adolescent childbearing problem. Although much attention has been focused upon the problem of preventing pregnancy, approaches frequently seem to be reductionistic, stressing a single underlying explanation. Several researchers (Schinke and Gilchrist, 1977; Schinke, Gilchrist and Small, 1979) suggest an alternative approach:

> The literature reports adolescent pregnancy prevention as requiring more than knowledge and access to contraceptive methods. Now skills, as well as new knowledge, are necessary to cope with bodily changes and changing societal expectations. Available data suggest that interpersonal communications play an important role in determining sexual activity and contraceptive use among adolescents (Schinke and Gilchrist, 1977, p. 161).

Adolescent pregnancy is one of many symptoms of inadequate personal/social/familial functioning. The issue lacks a theoretical base for understanding and must be approached from a broad learning perspective. The perspective endorsed by this study -- family life education -- is presumed to consist of various concepts previously identified and substantiated (Klemer and Smith, 1975; Rodman, 1970; Fleck, 1980): self-understanding, goal-setting, individual and social values, relationships, communications, resolution of conflict, heredity, socialization, environmental interaction, understanding of human sexuality and sexual roles, methods of coping with life situations and decision making/problem solving.

Any approach to pregnancy prevention education requires attention to a multitude of factors associated with sexual behavior, contraceptive behavior, and adolescent pregnancy, as well as to the cultural context of these behaviors and the developmental characteristics of the young people involved.

This curriculum was developed keeping this broad perspective in mind. Information and activities within the curriculum are all focused on helping students evaluate life situations and to make responsible life decisions. Once students gain understanding of themselves and the process for making responsible decisions, they can apply this knowledge to all aspects of their lives.

In keeping with this broad perspective for pregnancy prevention programs and in support of the middle school concept, this curriculum was developed as an exploratory program. Six themes were selected for the curriculum based on Havighurst's developemental task for adolescents. The six themes for study are: Changing Bodies & Medical Concerns, Values Clarification, Decision Making, Family Relationships, Interpersonal Relationships and Role Development. All six themes are important in a program aimed at the prevention of pregnancy among middle school youth because it is a time of complex physical, emotional, and social changes for this age group.

The curriculum is designed to be flexible both in depth of material covered and time spent on any one concept. Each theme is independent and may be used or not depending on class needs and school policy. Each lesson plan is also independent so that a teacher may select materials appropriate for varying educational situations. Lesson plan components, such as learning activities, are also independent in nature so a teacher may select the amount of time and depth of material to meet specific needs/situations. The total curriculum is a comprehensive family life education course. It is based on a critical four-step process described by Schinke, Gilchrist, and Small (1979) for delineating the needs for pregnancy prevention programming. The four-step process is as follows:

1. Adolescents need access to relevant information.
2. Adolescents must perceive, comprehend, and store the information accurately.
3. Adolescents must personalize and use the information in making personal decisions.
4. Adolescents need behavioral skills to implement these decisions in social situations.

The United States Office of Education, in its policy on family-life education, states that "each community and educational institution must determine the role it should play in the area of family-life education and sex education: only the community and its agencies and institutions can know what is desirable, what is possible, and what is wise for them in this realm" (Powers and Baskin, 1969, p. 1).

The provision for family life education is reflected also in the goals of public education for Florida. Goal Two, General Education states:

> All Floridians shall have the opportunity to acquire the general education fundamental to career and personal development and necessary for participation in a democratic society. This includes skills, attitudes, and knowledge for general problem-solving and survival, human relations and citizenship, moral and ethical conduct, mental and physical health, aesthetic, scientific and cultural appreciation, and environmental and economic understanding (Focus on Public Education in Florida, 1977, p. 3).

Amidst charges that consciously planned curricula to effect such nebulous goals as "worthy home membership" and "ethical character" are nonexistent (Martin, 1980), it may be argued that family life education offers a potential for positive social change. In fact, when taught by competent teachers utilizing well-founded approaches and substantive content, family life education may represent the only holistic curriculum available to accomplish that goal in contrast to fragmentary attempts of other curricula (Blankenship and Moerchen, 1979). This curriculum represents such a holistic approach by stressing responsible decision making and developing a positive self image in students.

Teachers in the area of family-life education should be aware of the legal ramifications concerning the offering of family-life education courses. In Florida, county school boards are entrusted with the decision of whether and to what extent family-life education will be taught. Florida law states that minors can receive "maternal health and contraceptive information of a non-surgical nature if the minor is married, a parent, or pregnant, has parental consent, or who may suffer in the physician's opinion probable health hazards if the services are not provided" (Guttmacher Institute, 1975, p. 11). Every effort should be made to include parents and gain their support for family-life education courses in the school.

Specifically, sex education courses have been challenged in the courts by parents on five grounds (Solberg, 1978, p. 1):

1. The state statutes governing public school curricula do not specifically permit such courses and are an overly broad delegation of legislative power to the school boards.
2. The courses unconstitutionally interfere with the parents' exercise in religious freedom.
3. The instruction unlawfully establishes a religion of "secular humanism."
4. The courses infringe on the parents' right to control their children's education.
5. The classes violate the parents' right of privacy by requiring the discussion of sensitive family matters outside the home.

The same study reported recent court holdings (Solberg, 1978) and offered two lessons pertinent to the constitutionality of sex education (1) educational policies establishing sex education courses MUST permit students to be excused from attendance upon request from parent or guardian; and (2) refusal by a local board to offer sex education CANNOT be based solely on the grounds that family-life education would offend a particular religious group.

When developing or teaching a family life education course it is important to include parents and to receive permission for student participation. As stated above any student must be excused from a class or course upon request of the parent. A teacher should check school board policy and/or curriculum consultants if questions/concerns arise about the use of this curriculum.

We hope that you will use this curriculum to meet the needs of your students and community.

USING THE CURRICULUM

The curriculum is a comprehensive family life education course. Its flexibility permits it to be used in a variety of educational settings, especially in those situations where there are restrictions (school policy, state law, etc.) on concepts that can be taught in family life education courses.

The curriculum is comprised of six themes--all based on Havighurst's developmental tasks for adolescents. The six themes are: Changing Bodies & Medical Concerns, Values Clarification, Decision-Making, Family Relationships, Interpersonal Relationships and Role Development. Each theme is self contained. Each theme consists of individual lesson plans. This format allows teachers to teach the curriculum with minimum preparation. Themes may be taught in any order depending on the situation and needs of the students. For optimum success with students, the entire curriculum should be used. A 6-8 week time frame is suggested for using the total curriculum. Again the time frame can be shortened or expanded to meet individual needs.

Each lesson plan includes the section Notes to the Teacher. Notes to the Teacher are simply suggestions for teaching that lesson. Many of you may be teaching a family life education course for the first time and feel slightly uncomfortable or uneasy about how to proceed. Notes to the Teacher is a built-in support system. It gives helpful hints and addresses concerns that often trouble family life education teachers. The following is an example taken from the curriculum (p. 4):

> You may wish to acknowledge that some people have more trouble talking about sex than others. If you or your students are uncomfortable at first, do not become overly concerned. As time goes on, discussion will become easier (for all of you).

The next section of the lesson plan is Background Information. This section includes all information needed to teach the lesson. The information is extensive and the teacher may select what and how much is appropriate for his/her students.

The remainder of the lesson plan follows a traditional format including: goals, objectives, generalizations, learning activities and evaluation. Learning activities are independent of each other to allow freedom of choice.

Appropriate illustrations are included as part of each lesson. These illustrations may be copied for transparencies and/or handouts. Other teaching aids such as puzzles, letters and quizzes are included and may be reproduced without obtaining permission or change. Immediately following the section on Evaluation is a complete glossary of terms.

At least one evaluation activity/device is included for the majority of lesson plans. Additional information on evaluation, grading and evaluation activities can be found in the Evaluation section located immediately after the last theme lesson plan on p. 211. Also included in this section is a checklist to help with the evaluation of all activities.

The Needs Assessment Instrument appears at the end of the curriculum. The Instrument was sent to Florida home economics teachers who were asked whether they approved of the 84 objectives being included in a pregnancy prevention curriculum and whether they felt prepared to teach them. The number that appears after each objective in the lesson plans refers to the objective's number on the Instrument.

Enclosed with the curriculum you will find two additional questionnaires. The teacher and student evaluation sheets were used to evaluate the curriculum during its field testing. Copies of the field testing results (Final Report IV) can be obtained upon request from the Home Economics Faculty at the University of West Florida. These evaluation sheets have been included with the curriculum because we are interested in receiving feedback. Please share your reactions with us if this is your first experience with the curriculum or if you have gained further insight after using the curriculum with students.

Use the curriculum to help your students grow and gain understanding in this vital area of their lives - family life education. If the Home Economics Faculty at the University of West Florida can assist you further in making maximum use of this curriculum, please contact us.

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ITEM GENERATION CONSTRUCTS FOR CURRICULUM DEVELOPMENT[1]

1. Developmental Task: Building Wholesome Attitudes Toward Oneself as a Growing Organism.

   Goal: To acquire and manage a wholesome set of attitudes and behaviors about sex.

   Theme: Changing Bodies and Medical Concerns.

2. Developmental Task: Developing Conscience, Morality, and a Scale of Values.

   Goal: To develop a set of values that enables deliberate decision-making with full understanding of alternatives and consequences in social and sexual situations.

   Theme: Values Clarification.

3. Developmental Task: Achieving Personal Independence.

   Goal: To develop skill in use of a rational decision-making process with responsibility for consequences of actions.

   Theme: Decision-making.

4. Developmental Task: Developing Attitudes Toward Social Groups and Institutions.

   Goal: To integrate individual and personal social pressures with the needs of the family.

   Theme: Family Relationships.

5. Developmental Task: Learning To Get Along With Age Mates.

   Goal: To acquire the skills requisite for social life and effective communication among friends and peers.

   Theme: Interpersonal Relationships.

6. Developmental Task: Learning an Appropriate Masculine or Feminine Social Role

   Goal: To acquire an understanding of the wide range of role behaviors and their possible consequences.

   Theme: Role Development.

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[1] Based on Robert Havighurst's concepts of developmental tasks. From Havighurst, Robert. Developmental tasks and education. New York: David McKay, 1973.

CHANGING BODIES AND MEDICAL CONCERNS

NOTES TO THE TEACHER

Your first lesson should establish a good tone and an open atmosphere.

You may wish to acknowledge that some people have more trouble talking about sex than others. If you or your students are uncomfortable at first, do not become overly concerned. As time goes on, discussion will become easier (for all of you).

Contributors to our curriculum felt that it was vitally important that the lessons go beyond the mere facts. Teens need to relate personally to class activities. If they perceive the subject matter as relevant, the class will be receptive and more fun to teach. And the intended outcome--responsible attitudes and behaviors--is more likely to occur.

Throughout this unit and curriculum, we suggest that you write terms on the board and have the class say the words in unison. This desensitizes words and at the same time introduces the proper terminology. If students repeat a word several times, they will be less apt to giggle when it is used later in the unit.

Don't underestimate the value of humor. It can ease tension and be a valuable teaching technique. In fact a *giggle* is a natural reaction to an uncomfortable situation.

You may know of other films that you consider better than the two we suggest. Our selections were based on availability to Florida teacher[illegible]

Please use activities proposed in our guide as suggestions or starting points. You may consider modifications or adaptations as you go along. (For example, you may ask your students to write letters to "Dear Gabby." They may project some of their own feelings about growing up in their letters.) Our curriculum should be considered a *process*, not a final product. We also want you to keep us informed and share your modifications with us.

Another suggestion: Instead of beginning with the suggested fantasy, have your students bring in photos of themselves, from infancy to the present. Let them arrange photos in chronological order on the [illegible]tin board.

You may find it helpful to set up a Question Box. If so, inform the students on the first day and encourage them to use it. At times, you may want to *plant* some questions.

BACKGROUND INFORMATION

Adolescence is the period of life between childhood and young adulthood. Although some experts disagree, adolescence usually begins with the onset of puberty and ends when the body has reached maturity. Chronologically, it can start between ages 10 to 16 and end at the age of 18 to 21. It usually occurs earlier in females than in males.

Puberty begins with the secretion of chemical substances known as hormones. The endocrine glands take materials from the bloodstream, convert them into hormones, then secrete them directly into the bloodstream. The endocrine glands are a set of glands that include the pituitary, thyroid, pancreas, ovaries, testes, and others.

Hormones act to cause the body to change and grow. Hormones help determine the height and the shape of the body.

Primary sexual development applies to all the changes in the sex organs. Changes in girls involve the uterus, the ovaries, and the fallopian tubes. Changes in boys occur in the penis and testicles.

Girls' secondary sexual development involves the widening of the hips and the development of breasts and glands that can manufacture milk. Breasts do not always develop at the same rate: one may grow larger and faster than the other. The slower developing breast will usually catch up, but may not be identical. In fact, most bodies are not exactly symmetrical. One foot may be bigger than the other and so on. Hair starts to grow under the girls' arms and around the pubic area before or after breast development.

For a boy, secondary sexual development involves body changes that make him look more like a man: increased body size and weight, the growth of hair in the pubic area, under arms, face, and so on. His voice also begins to change.

Puberty usually begins during junior high school. Research shows that self-concept and self-esteem are vulnerable during this period. The development, or lack of development, of the body can cause distress among young people who have many questions and many fears. Few adults will give them straight answers.

Now they have you.

THEME: Changing Bodies and Medical Concerns

GOAL: To Acquire and Manage a Wholesome Set of Attitudes and Behaviors about Sex

OBJECTIVES:
1. Describe ways in which male and female bodies change during adolescence. (22)[1]
2. Explain how hormones affect growth and development during adolescence. (40)
3. Discuss concerns that adolescents have about their changing bodies. (68)

LEARNING ACTIVITIES:

INTRODUCTION: Have the class close their eyes and relax. No talking. After about 30 seconds of silence, ask the class to travel back in time and, using old photographs, imagine what they looked like when they were babies. What did they look like in 1st grade? In 4th grade? Get them to shift to the present. What do they look like now? Move into the future. How will they look when they are 17? 21? Ask them to review the whole process of their growing up--from infancy to present to 21. After a few seconds, end the fantasy by counting slowly to 5 to "bring them back."

1. Ask the class to think about growing up. What changes occurred? Focus first on infancy to age 10. What changes were observed in their bodies? After age 10, what changes have occurred and will occur by age 21? After a brief discussion, show the films Girl to Woman and Boy to Man.[2]

2. Summarize the changes that take place during teen years. The physical changes are due in part to puberty

GENERALIZATIONS:

The onset of puberty is due to secretion of hormones into the system.

Puberty brings about changes in the bodies of young people.

Adolescents can become concerned about the changes, or the lack of changes, in their bodies.

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[1] Numbers at end of objectives refer to sequence of the objective in the Needs Assessment Inventory for Teenage Pregnancy Prevention (see Appendix).

[2] Available from Florida State University and the Florida Department of Health and Rehabilitative Services.

LEARNING ACTIVITIES: GENERALIZATIONS:

(write on board). Have class repeat in unison the word puberty several times. The onset of puberty begins when the body secretes certain hormones (again, write on board and have class say word in unison). Stress that this natural process occurs in all persons. It occurs sooner in girls than boys, but with variation within each group. Some girls and boys mature faster than others.

3. Shift from the physical to psychological and emotional aspects. How do young people feel about changes in their bodies? Utilize the letters to "Dear Gabby." (See lesson resources.) Note: These are intended to be humorous, yet they underscore real problems. Allow the humor to come through at first.

   You can read each letter and have the class answer it collectively, or you can divide the class into small groups that will be given a letter to answer. Afterward, representatives from each group will read their letters and respond to the class.

4. You may wish to point out that we all can be sensitive about ourselves and our bodies. Have the students think for a moment about themselves and the changes that are beginning to occur in their bodies. Do they feel sensitive about anything? How would they feel if some of their friends teased them about it? How do people feel about being teased?

EVALUATION: (or class activity)

Have students get into triads (3's). They will role-play a situation in which one will portray a younger brother or sister (say 10 or 11 years old) who asks the others (older brothers/sisters): "What happens to people when they start growing up? What changes? Do these changes hurt?"

36

LETTERS TO GABBY

Dear Gabby:

I am a 12-year-old girl who has the body of someone much older. I'm much more developed than anyone else in my class. It seems like people stare at me a lot. I'm afraid if I keep developing like this, I'll be a freak. I'm really worried.

Voluptuous Valerie

Dear Gabby:

Help! I am a flat-chested teenager. All my friends have developed and now wear bras. My mother makes me wear T-shirts because, she says, I don't need a bra. She just laughs and says I'm a late bloomer. I feel like everybody is laughing at me. What's wrong with me? Do you recommend a transplant?

Flatchested Phoebe

Dear Gabby:

I am a 13-year-old girl who is taller than everybody else in my class. All the boys and all the girls are kidding me about being so tall. I try slouching to look shorter, but it makes my back hurt. What can I do?

Too Tall Tessie

Dear Gabby:

I am the shortest kid in my class. Everybody is taller than me. Some of the guys are kidding me by calling me "Pee Wee." Can a 12-year-old get elevator shoes? Is there some way they can stretch me to be taller?

Sign me "Shrimp"

Dear Gabby:

I am a 13-year-old boy with a serious problem. All my friends are growing up but I am not! After gym, when the guys are taking showers, I can see things are happening to them that are not happening to me. I'm embarrassed and have stopped taking showers so they won't know I haven't started to change. What can I do?

Hairless Harry

Dear Gabby:

I am an attractive, 14-year-old boy who has a big problem. I look okay everywhere but my legs. They look like toothpicks! I am so self-conscious that I don't go swimming or wear shorts because people may laugh. This is a terrible problem for me. What can I do?

Bird Legs Bobby

Dear Gabby:

I am a teenager with a big problem: pimples. I seem to get more than my share. Sometimes my face looks so bad I don't feel like going out of my room. Mom doesn't understand and says I have to go to school no matter how many pimples I have. We get in fights. She always wins and I go to school feeling that everybody will laugh at me. What can I do?

Pizza Face Paul

Dear Gabby:

I'm 14 and my voice is changing. Sometimes I squeak when I speak. When the teacher makes me read before the class, everyone laughs at me. How long will this last?

The Squeaker

Dear Gabby:

I am a 14-year-old boy who gets nervous real easy. When I get nervous, I perspire a lot. Sometimes I notice I smell bad--even though I took a shower in the morning. What can I do?

B. O. Bob

NOTES TO THE TEACHER

Most adults have no idea what the female reproductive system looks like. If you showed the film in the previous unit (Girl to Woman), your students may have grasped some features of the outline.

You can discuss the reproductive parts and their functions in as much detail as you deem necessary. Keep in mind, however, that this curriculum is meant to be relevant and interesting. Material that is too technical can turn off your students. Keep in mind, also, that a later objective will involve comparing male and female reproductive systems, thus reinforcing this lesson objective.

There is much variation among young women as to when their menstrual cycle begins. Some in your class may have begun to menstrate; others may not have. The boys will be vaguely aware of what is happening to the girls, but need more information. Be as open and honest as you can. Menstruation is a natural process. Unfortunately, it can be a traumatic, shameful event for many girls who are unprepared or ill-prepared. It doesn't have to be. If class size, sex distribution, and classroom atmosphere permit, you may wish to encourage direct or indirect discussion of menstruation via the question box or by writing (or having students write) letters to "Dear Gabby."

When using terminology that may be new to your students, we again suggest that you write terms on the board and have the students repeat the words together to desensitize them.

BACKGROUND INFORMATION

Knowledge of the reproductive systems has been acquired slowly and has been considered taboo. As technology has developed and the scientific method of open inquiry has gained respectability, our understanding has increased.

The discovery of the sperm followed the development of the microscope. An understanding that the ovaries produce eggs has come in the last 100 years. Today, sophisticated methodology also has enabled scientists/doctors to identify the genes of sperm as male or female. By the time your students are ready to begin a family, prospective parents should be able to determine the sex of their children before conception.

The diagram of the female reproductive system in our curriculum guide is a basic outline. You may wish to modify it according to your students' development and sensitivity.

TERMINOLOGY

Urethral opening--An external opening for the uretha, the tube that carries urine from the bladder to the outside of the body.

Clitoris--A female organ filled with nerve endings that are quite sensitive. Orgasm originates from stimulation of the clitoris (in most cases).

Ovary--The female glands analogous to the male testes. Each ovary contains up to half a million undeveloped ova (eggs in an early stage of development). In the physically mature female, one ovum ripens each month, usually midway through the menstrual cycle. The time element may vary however. The ovary also produces female hormones to regulate sexual development.

Fallopian tubes--The small, thin tubes about 4 inches long that carry the ovum from the ovary to the uterus. Fertilization normally occurs in the fallopian tubes.

Uterus--The uterus is the size and shape of a pear and is a hollow thick-walled, muscular organ. A fertilized egg implants itself and grows along the uterus wall. As the fetus develops, the uterus (or womb) expands to accomodate the enlarged form. The muscles in the uterus contract during labor to push the baby out.

Cervix--The neck of the uterus with a narrow opening into the vagina. It provides a passage way for the sperm to the eggs. During pregnancy, the cervix is closed by a mucous plug which serves to separate the uterus (womb) from the vagina. This plug keeps bacteria from entering the uterus and reduces the possibility of infection.

Vagina--The passage or tube in the female body connecting the cervix to the external genitalia or vulva. The vagina is approximately 3 to 3½ inches long but expands during sexual excitement.

Hymen--A membrane that partially covers the outer opening to the vagina. Hymens vary in size and thickness. Formerly, unbroken hymens *proved* a woman's virginity, but today's young women who exercise and who use tampons may stretch or break their hymens before any sexual activity.

MENSTRUATION

Many myths surround menstruation. Some myths involve women being unclean or impure during their period. In some cultures, menstruating women are isolated from the rest of the group and are not allowed to prepare food, eat, or associate with others.

For most girls, menstruation begins between the ages of 9 and 15. The average age is 11.5. The menstruation cycle (the lapse of time from the onset of one menstrual flow to the onset of the next one) can vary. The average length is from 28 to 30 days. During this time, three phases occur:

Destructive Phase--The lining of the uterus breaks down and is discharged from the body in the form of bleeding. The cycle begins with the 1st day of the destructive phase. This phase lasts from 3 to 7 days. The actual amount of blood lost is less than 1½ ounces.

Follicular Phase--After the menstrual flow stops, the uterine wall is very thin. Stimulated by the secretion of hormones, the uterus begins a build-up process along the uterus wall. Near the 14th day, an ovarian follicle ruptures and releases a ripe egg (ovum), an event called ovulation. The egg travels down the Fallopian tube and, unless fertilized, is discharged. Conception may occur during this phase.

Luteal Phase--Hormones prepare the uterus for the implantation of the fertilized egg. The mucous membrane becomes thicker. Small pools of blood form within the wall of the uterus and nourish the ovum if it attaches itself to the uterus wall. Breasts may increase in size and become more sensitive. The female also may experience retention of fluid that can result in temporary weight gain.

Doctors today agree that women should perform normal activities during their period. Sports and school activities as well as normal bathing are encouraged.

PREGNANCY

The signs of pregnancy may be divided into 3 classes:

Presumptive Signs are the initial stages: cessation of the menses; nausea in the morning and/or evening; increase in the size of the breats; a darkening of the skin around the nipples; fatigue; and frequent urination.

Probable Signs are detected by a physician: enlargement of the uterus and abdomen and softening of the cervix.

Positive Signs confirm pregnancy: active fetal movements (5th month) and detection of fetal heartbeat or the fetal skeleton (by x-rays).

Today a woman can test herself for pregnancy with a kit available in drug stores, or she can have a physician perform the test. By the 6th week after the last menstrual period (LMP), the tests can determine pregnancy by detecting the presence of a certain hormone in the urine.

THEME: Changing Bodies and Medical Concerns

GOAL: To acquire and manage a wholesome set of attitudes and behaviors about sex.

OBJECTIVES:
1. State the functions of each of the major parts of the female reproductive system. (47)
2. Explain the difference among three phases of the menstrual cycle, indicating when conception is most likely to occur. (37)
3. State signs of pregnancy in the female. (1)

LEARNING ACTIVITIES:

INTRODUCTION: Hand out the following pretest:

I. Draw a diagram of the female reproductive system.
II. Define menstrual cycle.
III. Which of the following are signs of pregnancy?
    a. morning sickness
    b. cravings for pickles and ice cream
    c. menstruation stops
    d. more energy
    e. night sickness
    f. breasts get smaller

1. Have the class exchange papers to grade. (Grades are not necessary for this. In fact names are not necessary.)

2. Repeat the pretest for the class, using the attached diagrams as handouts or transparencies.

3. Diagram the menstrual cycle.

GENERALIZATIONS:

Many myths surround menstruation.

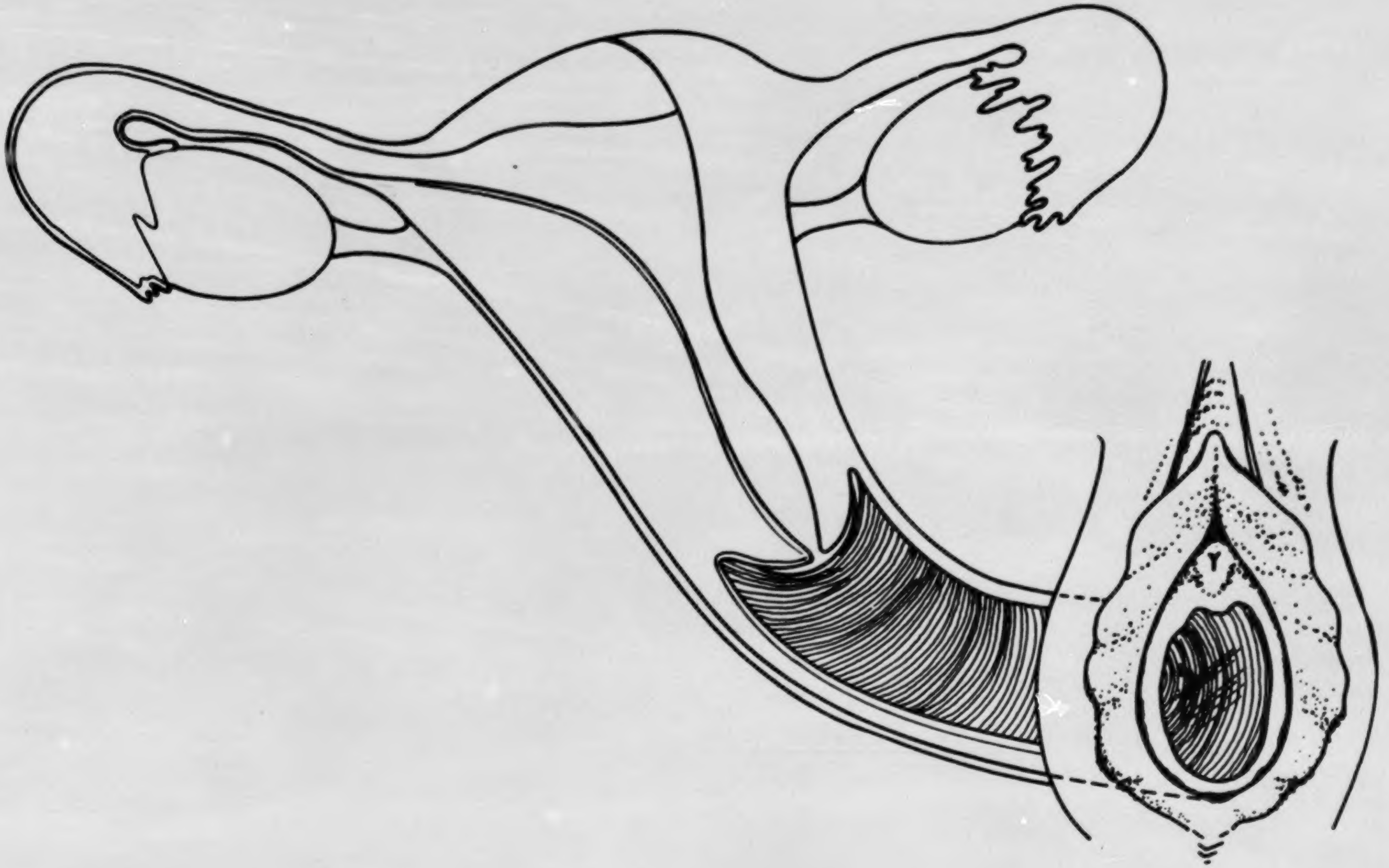
Adolescents have little knowledge of the female reproductive system.

Lack of correct information leads adolescents to overestimate the *safe* period.

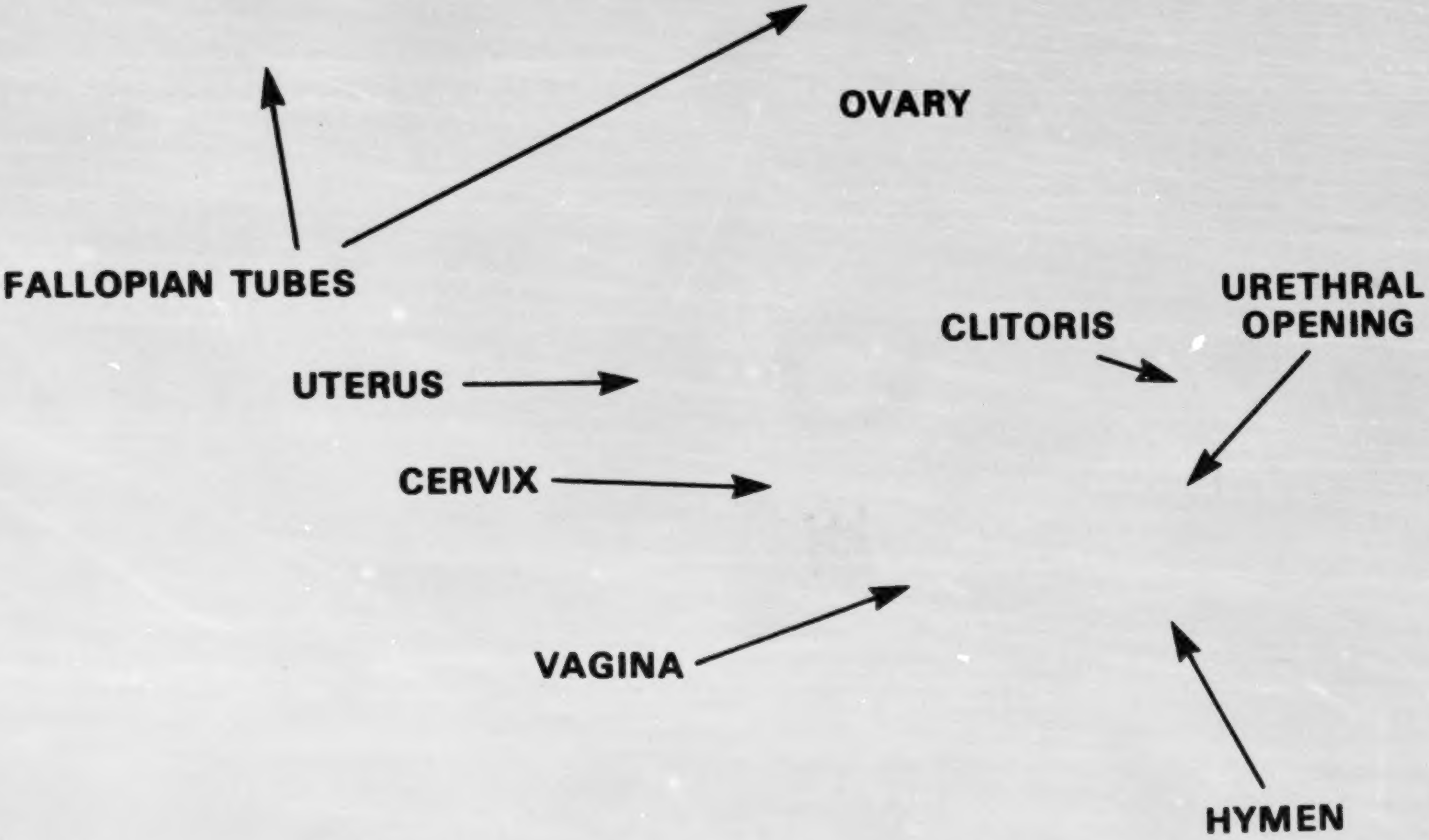
EVALUATION:

Students will draw a diagram of the menstrual cycle, indicating the three phases.

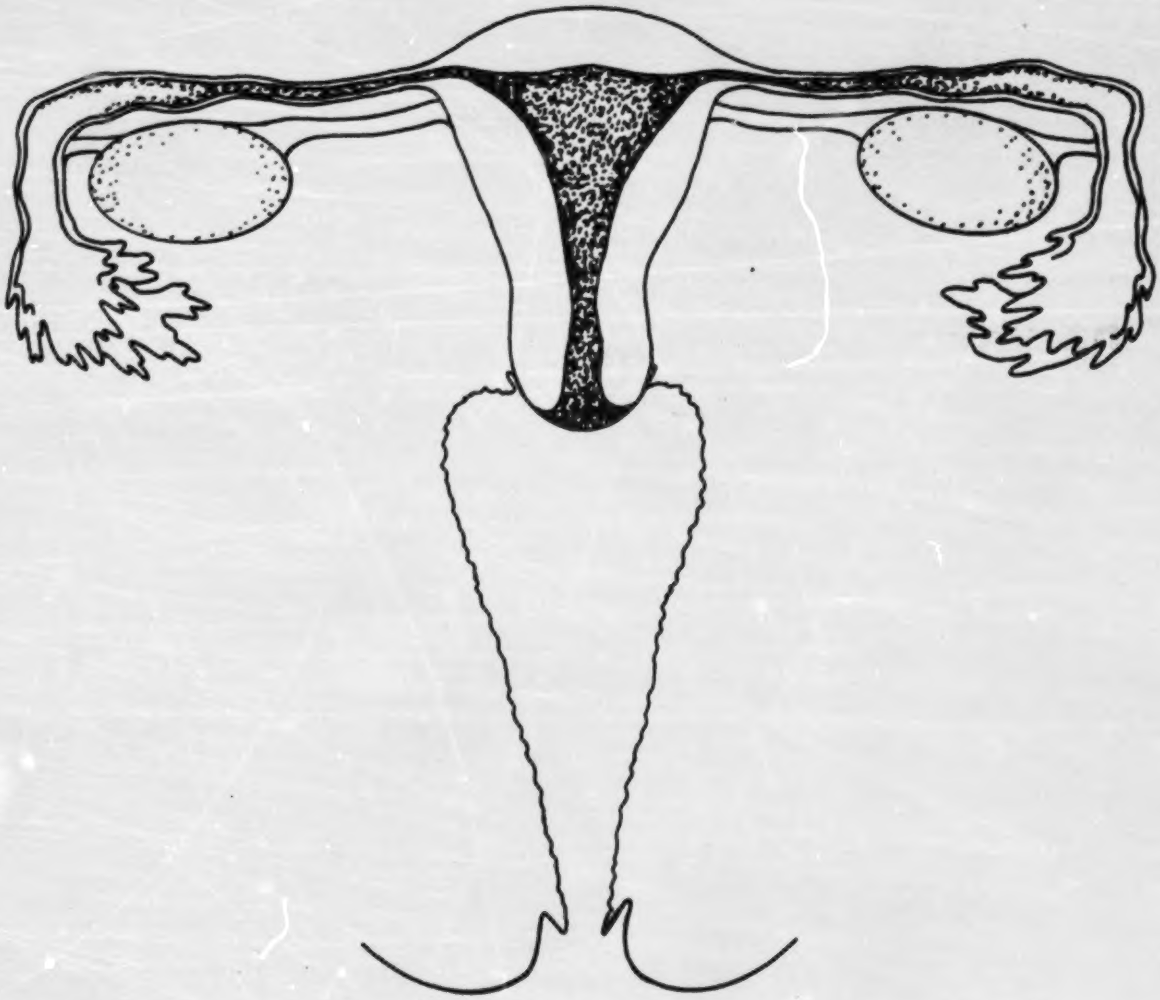
The Female Reproductive System



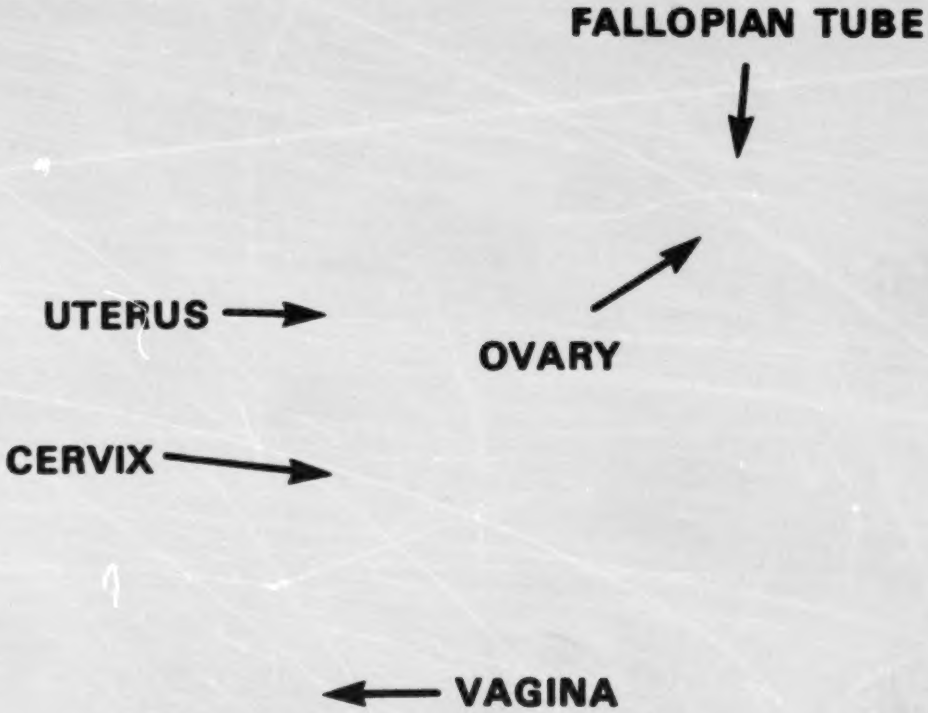
Overlay for the Female Reproductive System


OVARY
FALLOPIAN TUBES
URETHRAL OPENING
CLITORIS
UTERUS
CERVIX
VAGINA
HYMEN

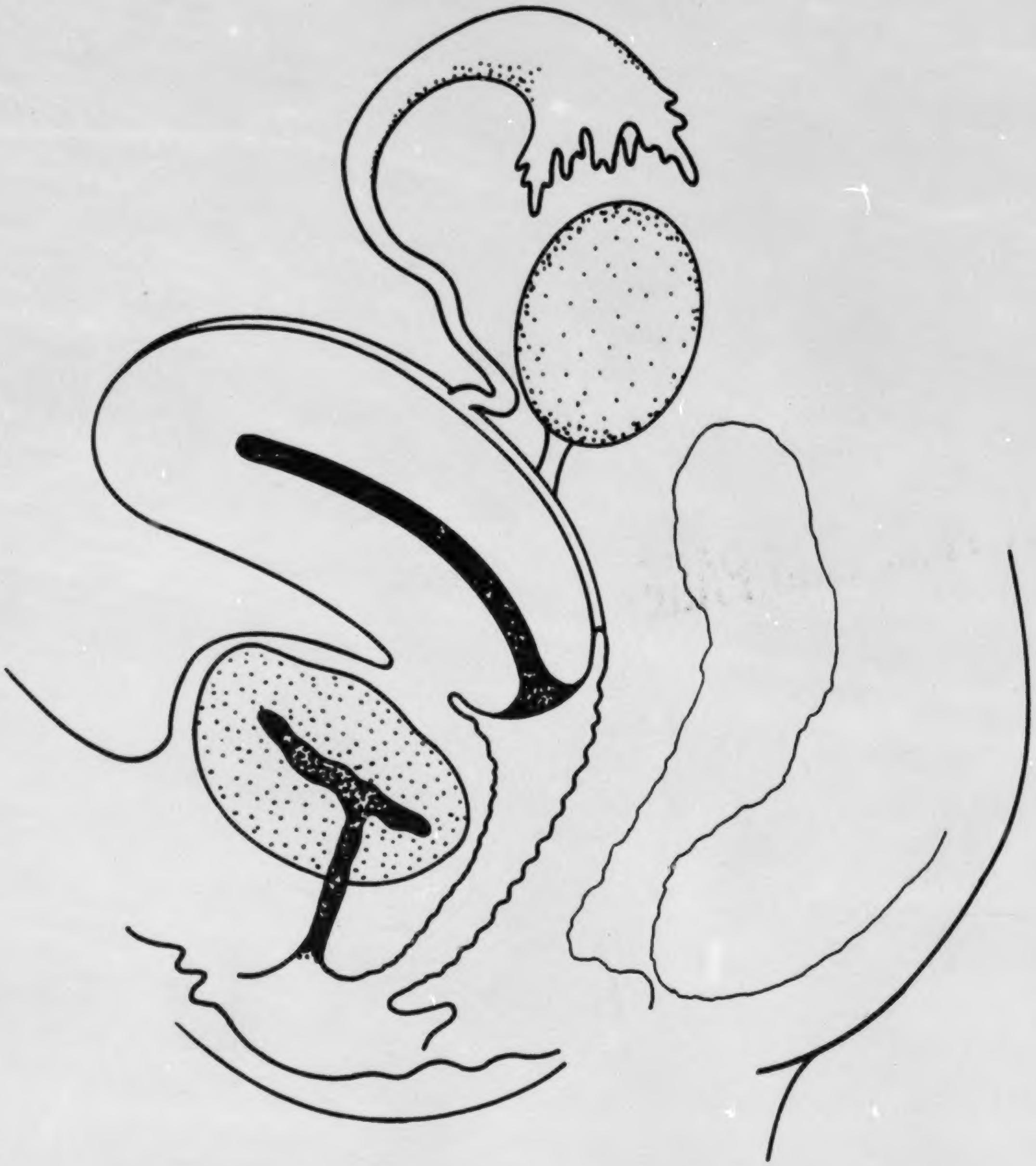
Front View of Female Reproductive System



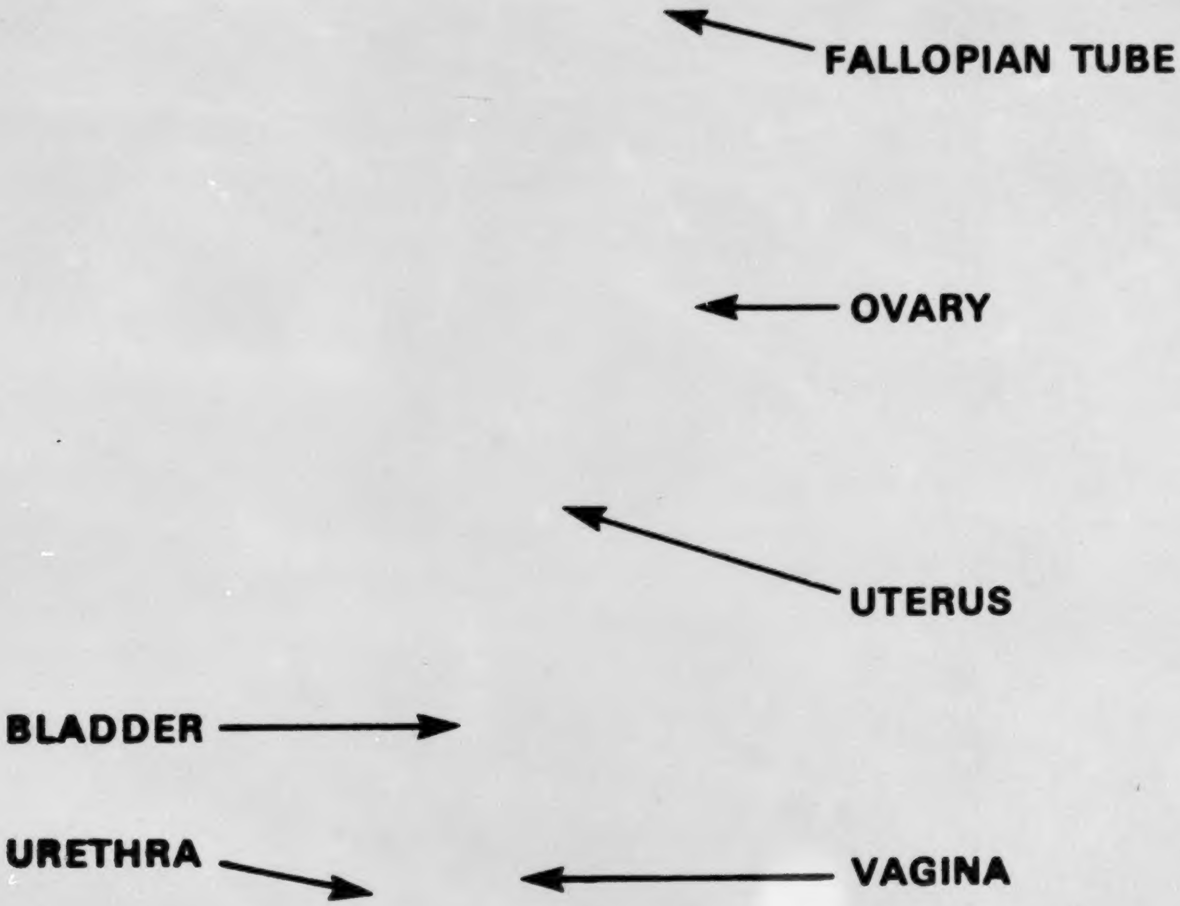
Overlay for the Front View of Female Reproductive System


FALLOPIAN TUBE
UTERUS
OVARY
CERVIX
VAGINA

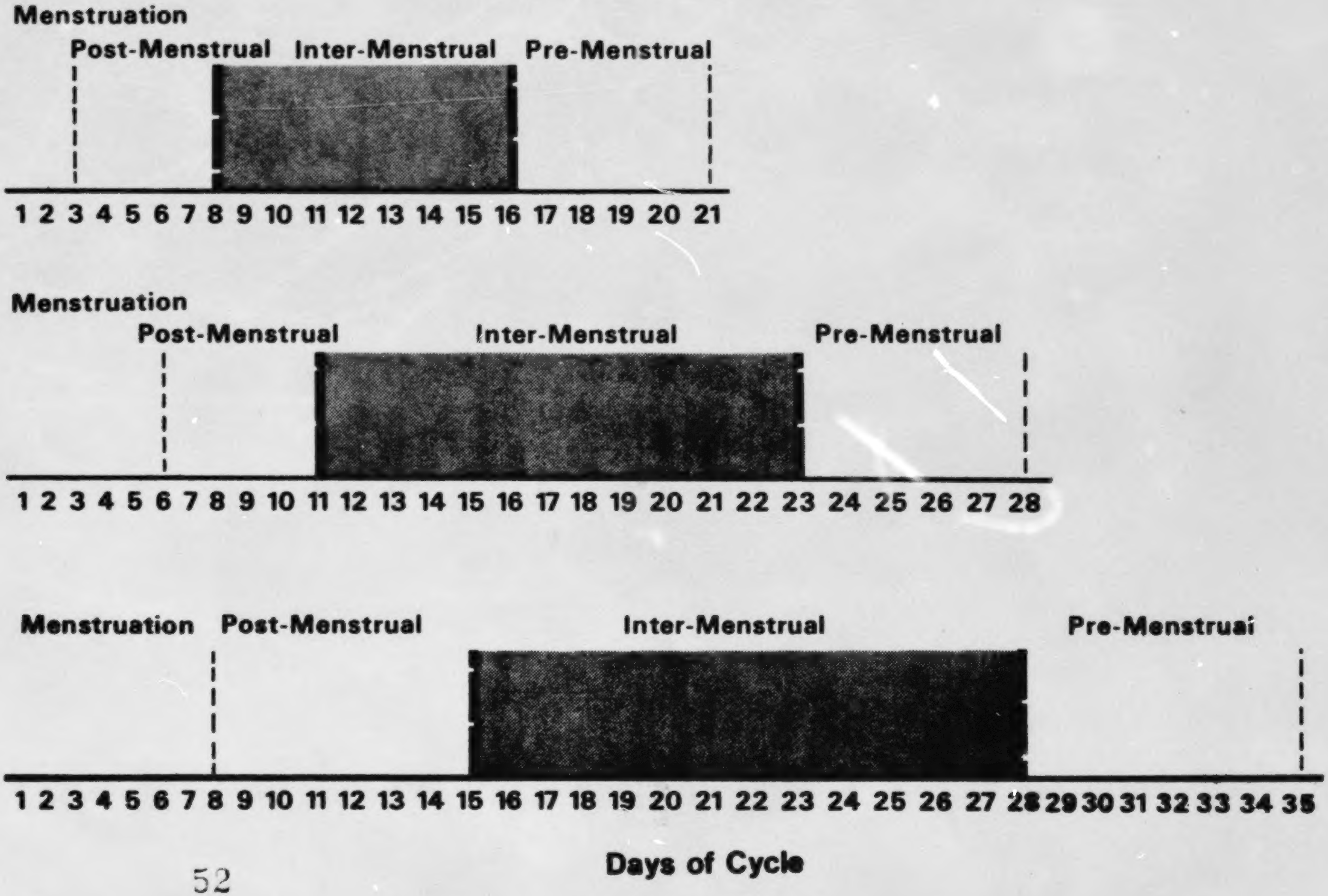
Side View of Female Reproductive System



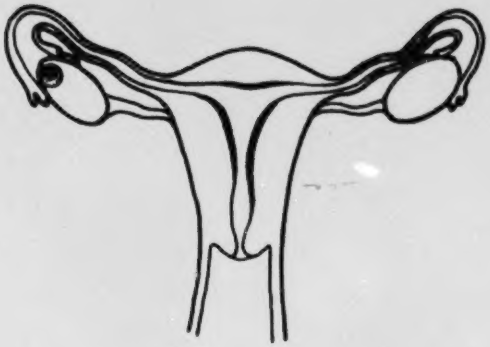
Overlay for the Side View of Female Reproductive System


FALLOPIAN TUBE
OVARY
UTERUS
BLADDER
URETHRA
VAGINA

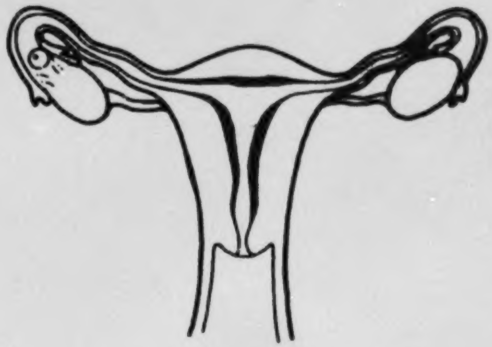
The Menstrual Cycle



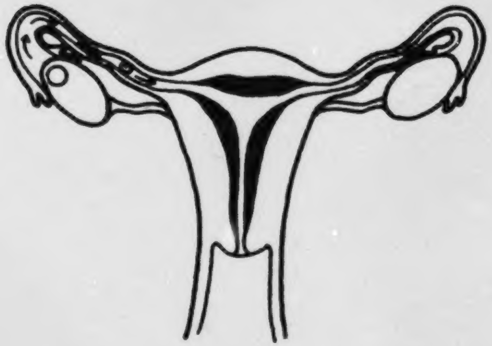
Phases of the Menstrual Cycle



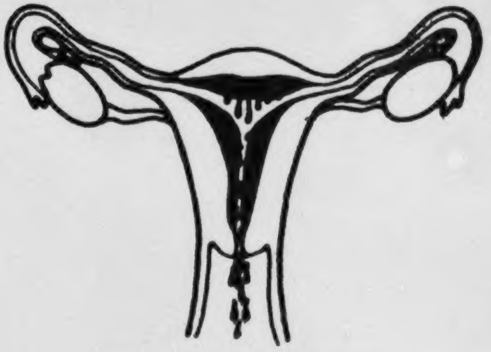
Post-Menstrual



Inter-Menstrual



Pre-Menstrual



Menstruation

NOTES TO THE TEACHER

Portions of this section will repeat an earlier section in which the female reproductive system is discussed. The teacher may not wish to stress the technical aspects of the reproductive system or the function of its parts. However, it is important that students gain an understanding of how a baby is conceived. Such knowledge is a prerequisite to the prevention of pregnancy.

We suggest again that you have students repeat medical terms in unison to desensitize their impact.

Portions of this section may be eliminated. You may think stages of sexual excitement are not relevant for your students.

If you modify the last activity, we feel it is important that students learn to adopt behaviors *appropriate for the situation.* This advice should be emphasized: to think before acting.

Encourage use of the question box. Boys have many questions regarding their growth and can be quite concerned about the size of their penis.

BACKGROUND INFORMATION

For the female system, refer to the background notes in the previous section.

For the male system, the following organs or *parts* might be discussed:

Glans--the head of the penis. This is perhaps the most sensitive area of the male body. For a variety of reasons (religious, cultural, superstition), males are circumcized. In some cultures, circumcision takes place when the boy reaches puberty.

Scrotum--sac-like pouch that encloses the testicles. Its major function is to regulate temperature. When exposed to cold (a swim in the ocean or a cold bath), the scrotum shrinks and pulls the testes closer to the body. When the temperature is hot, the scrotum expands, allowing the testes to cool off.

Testes--male sex gland that produces both sperm and hormones. One is usually larger and hangs lower than the other.

Penis--male organ for copulation and urination. The penis is made up of cylindrical, spongy bodies composed of erectile tissue. Large arteries feed blood into the spongy areas. As they fill with blood, the penis becomes erect. The erection is lost when blood leaves the spongy tissue. The male's penis increases in size during the ages of 11 to 14. Boys who develop late can experience considerable anxiety. The size of the penis is generally determined by heredity. Many feel that a male with a large penis is more macho or a better lover. This is not the case. The average male penis is around 6 inches when erect.

Prostate gland--This gland has two functions. It secretes a fluid that makes up the greater portion of the fluid ejaculated. This milky fluid (semen) contains many substances including proteins, cholesterol, and enzymes. The prostate also acts as a switching device to control the flow of liquid through the urethra. When the male urinates, the prostate allows the flow of urine. When the male has an erection, the prostate tightens and allows semen to flow. Boys often have trouble urinating when they have an erection.

Bladder--stores urine.

Seminal Vesicles--sac-like structures about 4 inches long. These store sperm to be mixed with semen ejaculation. Sperm are relatively lifeless until mixed with semen. (Then, their tails whip from side to side, giving them a forward motion.)

Vas Deferens --Vas Deferens are tiny tubes about 18 inches long. They serve as a passageway for sperm and at the top also store sperm.

Urethra--a canal or tube leading from the bladder to the tip of the penis. In males, it is approximately 9 inches long.

In addition to knowing the parts of the male reproductive system, students need to know that boys begin experiencing *seminal emissions* or *nocturnal emissions* when they reach puberty. These *wet dreams* occur when the boy is asleep and may be having dreams about sex. Semen is released when there is more seminal fluid than the storage containers, the seminal vesicles, can hold. The body continues to make semen and sperm so that the boy may have seminal emissions regularly.

THEME: Changing Bodies and Medical Concerns

GOAL: To Acquire and Manage a Wholesome Set of Attitudes and Behaviors About Sex

OBJECTIVES: Compare Male and Female Reproductive Systems (26)

LEARNING ACTIVITIES:

INTRODUCTION: Tell story about 6-year-old David who has seen a pregnant lady. His mother explains that there is a baby growing inside her uterus. He asks, "Can a man have a baby, too?"

Ask students: How would you answer David?

After students have responded, explain that it's important for David to know that men cannot have babies because they have no special place for the baby to grow and develop. However, David needs to know that men are special too, because they can be fathers.

Then, state: Today we're going to learn other ways in which men differ from women.

1. Use transparencies to compare male and female reproductive systems.
2. Crossword Puzzle. (See lesson resources.)

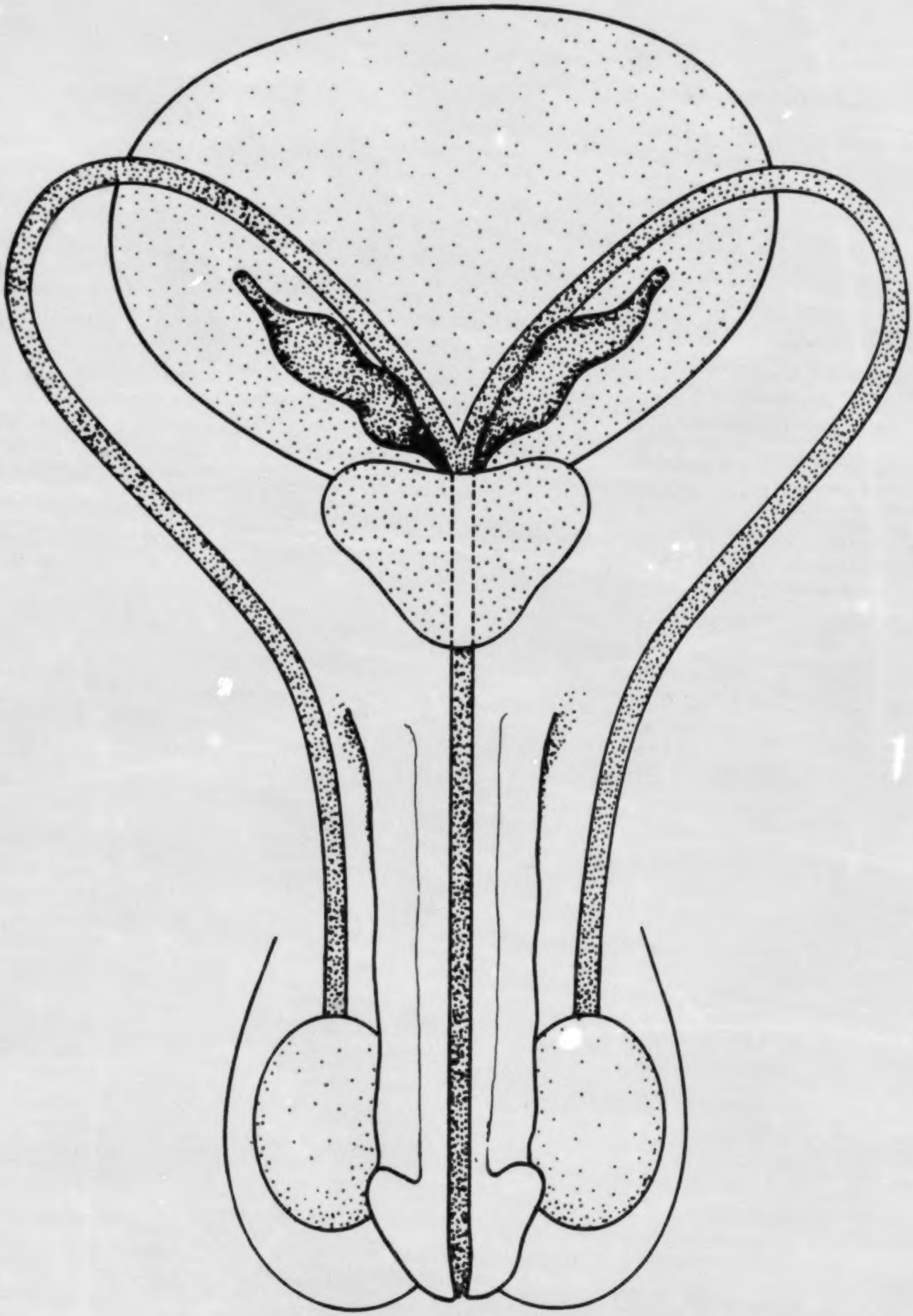
GENERALIZATIONS:

Male and female sexual systems are somewhat similar.

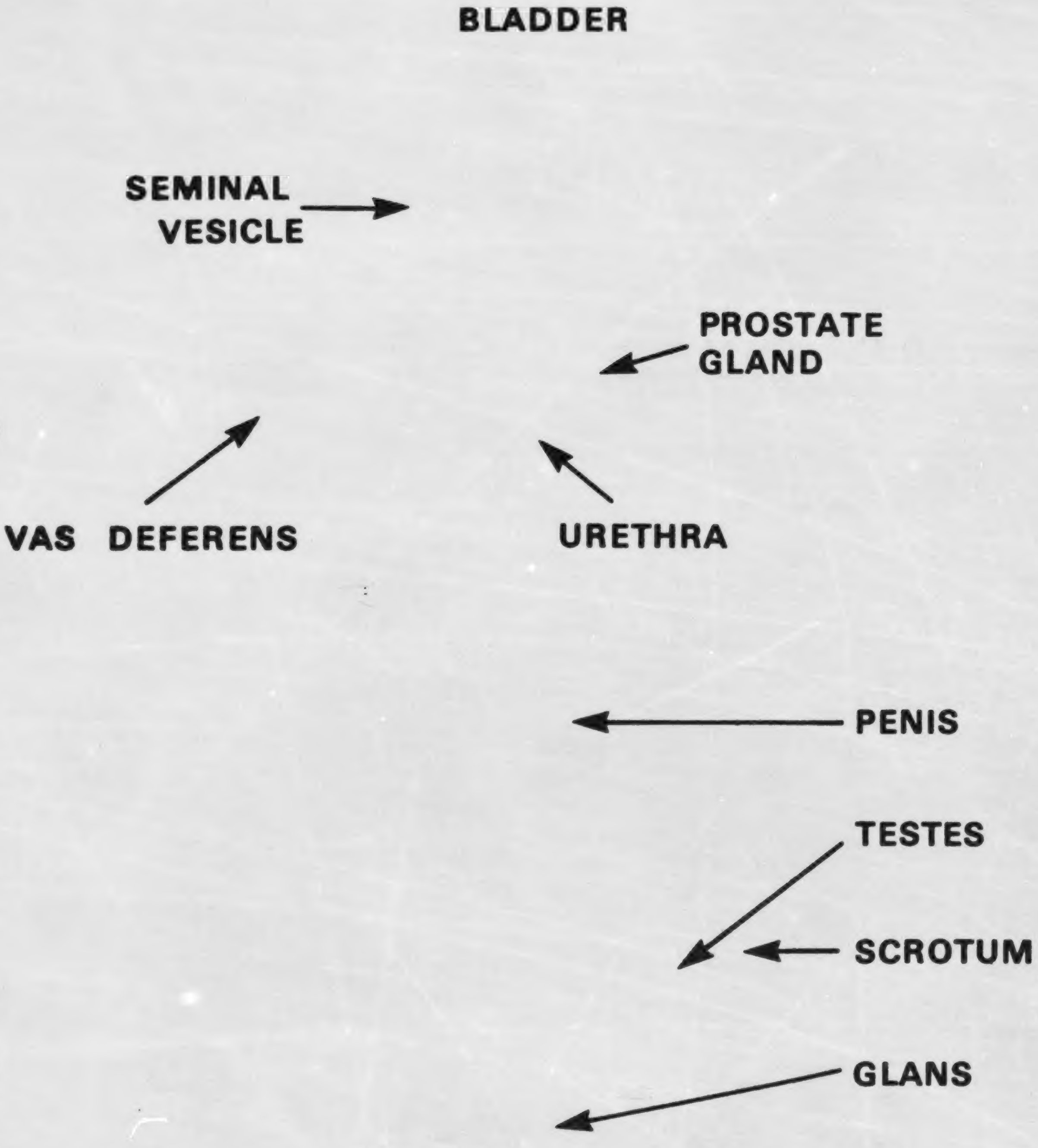
EVALUATION:

Matching test. (See lesson resources.)

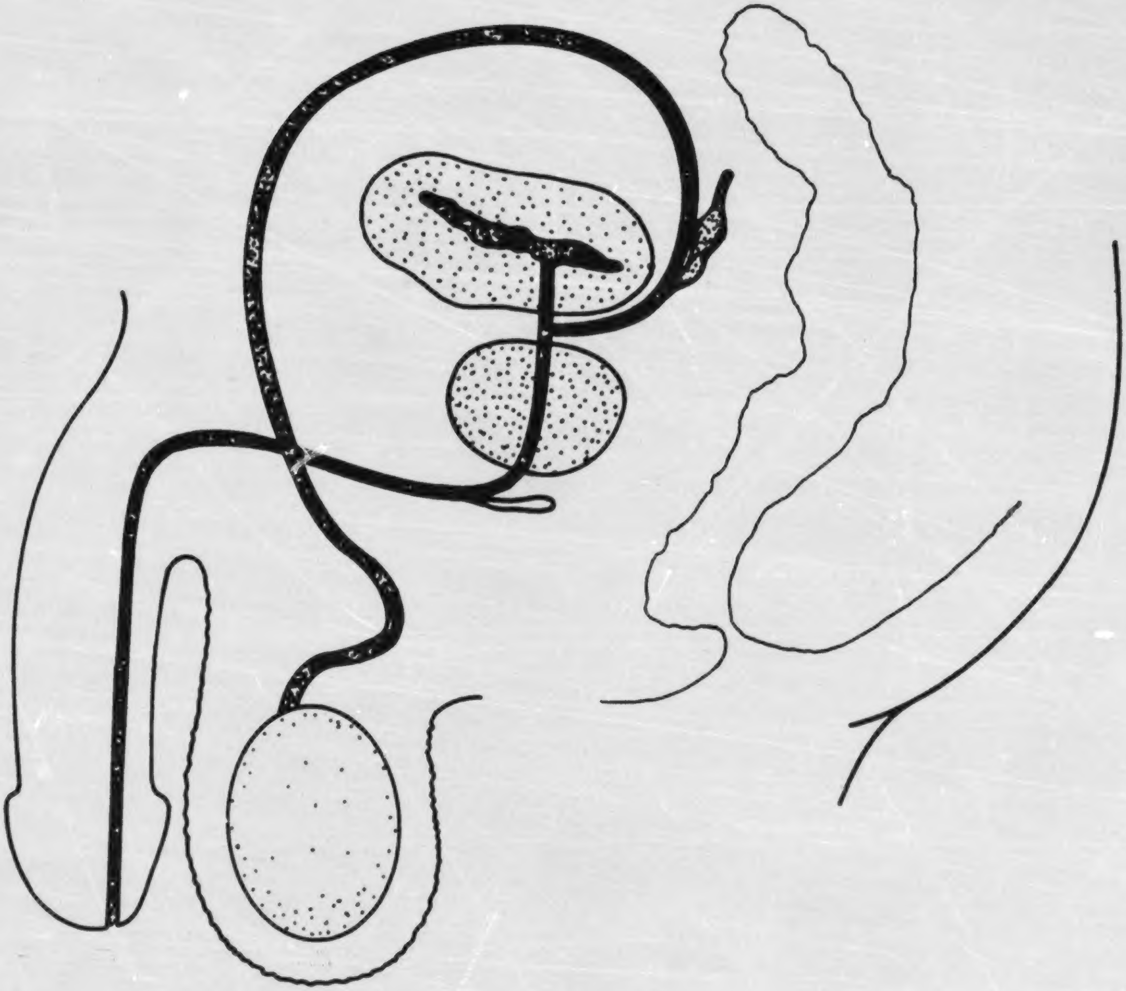
Front View of Male Reproductive System



Overlay for the Front View of Male Reproductive System

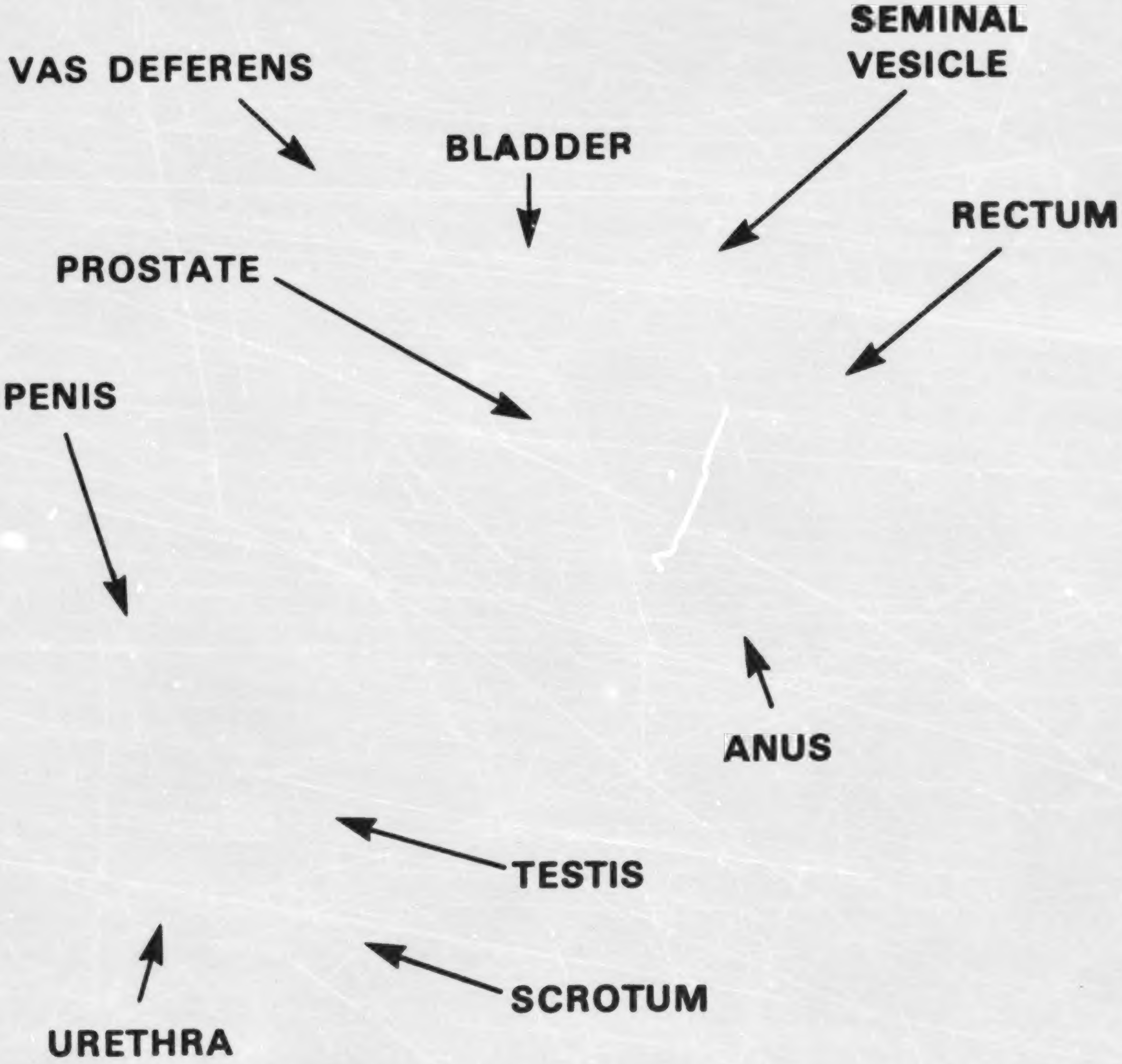

BLADDER
SEMINAL VESICLE
PROSTATE GLAND
VAS DEFERENS
URETHRA
PENIS
TESTES
SCROTUM
GLANS

Side View of Male Reproductive System

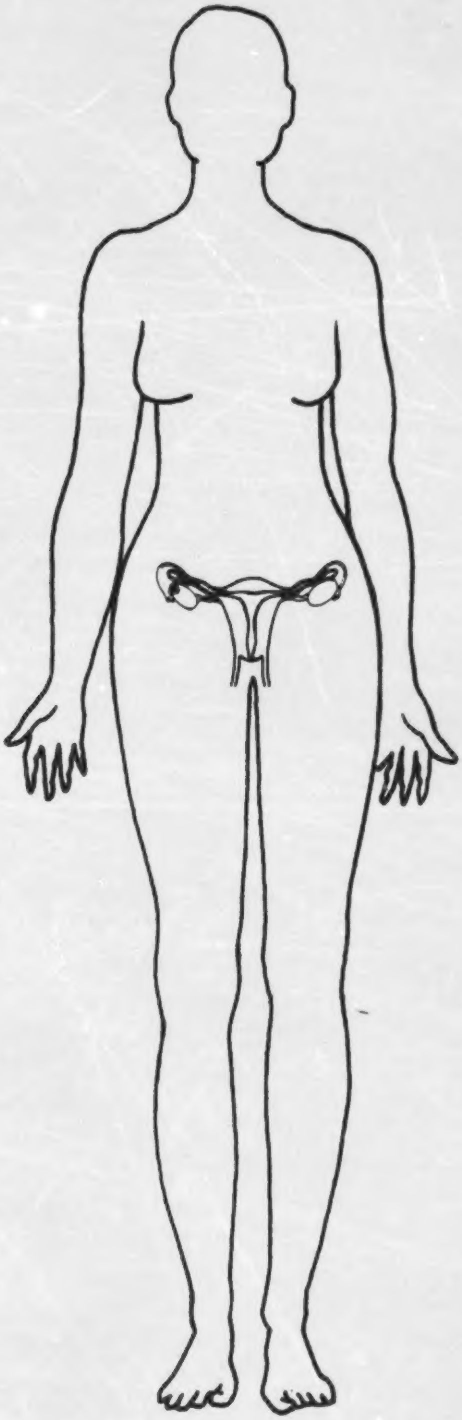


61

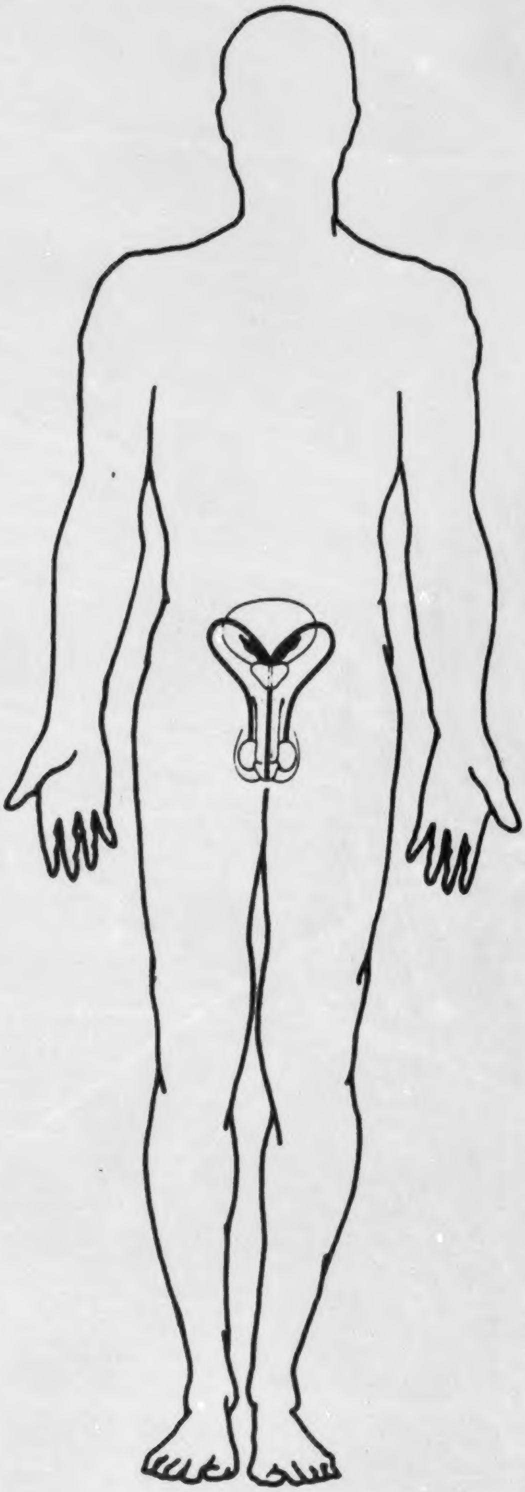
Overlay for the Side View of Male Reproductive System


SEMINAL VESICLE
VAS DEFERENS
BLADDER
RECTUM
PROSTATE
PENIS
ANUS
TESTIS
SCROTUM
URETHRA

Female Diagraph



Male Diagraph



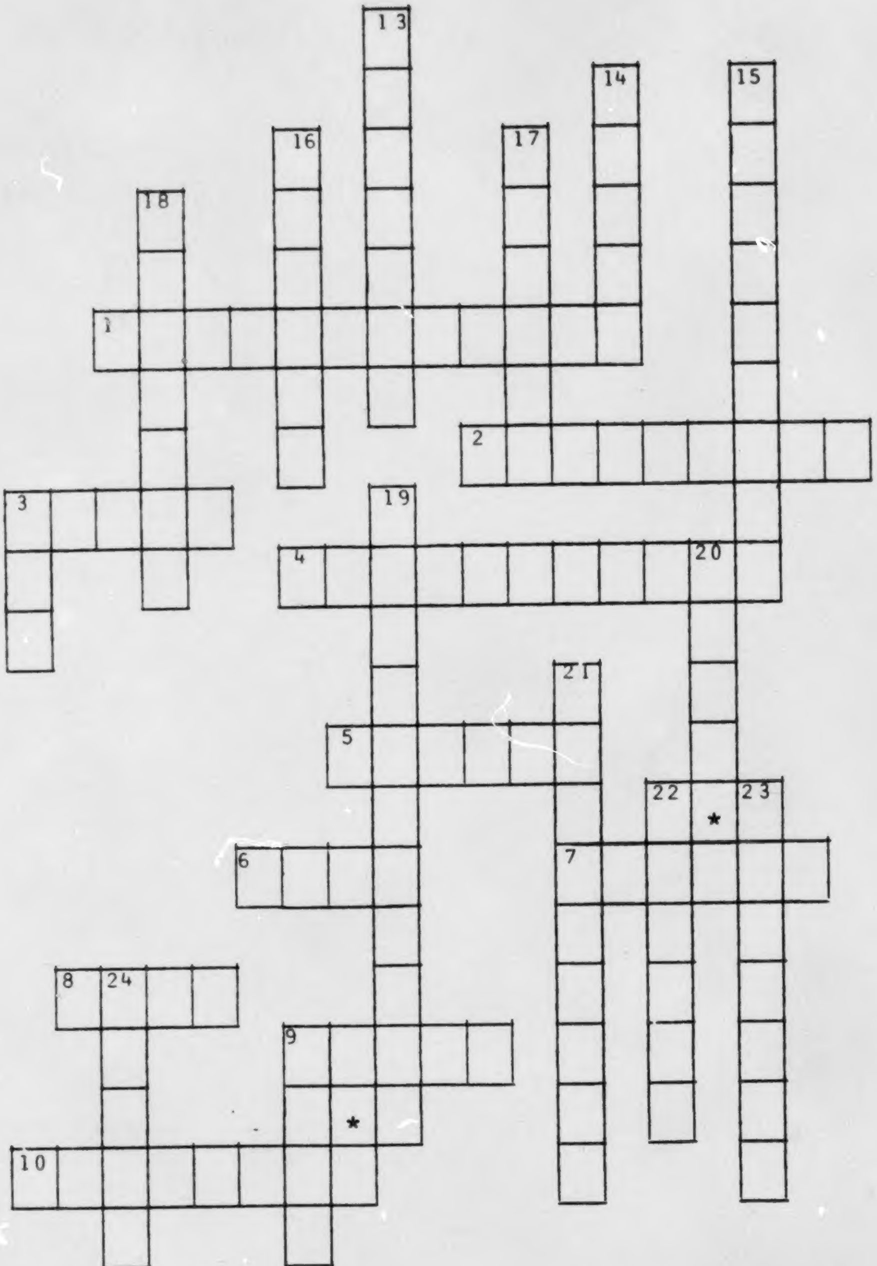
CROSSWORD PUZZLE

ACROSS

1. The regular discharge of blood and tissue from the uterus.
2. The passageway or tubes from the ovary to the uterus through which ova move.
3. Male sex cell.
4. The discharge of semen through the penis.
5. A member of the feminine sex.
6. A member of the masculine sex.
7. A hollow organ about the size of a pear that contains the baby during pregnancy.
8. Another name for uterus.
9. The main male sex organ.
10. Chemical compounds that direct sexual development.
11. External female sex organs.
12. Discharges of semen which occur at night are often called ____________ emissions.

DOWN

3. Term meaning "to be male or female."
9. One whose body contains a developing child is said to be __________________.
13. The pouch of skin and muscles which hold the testes.
14. The fluid that carries the sperm cells through the male sex organs.
15. The release of the ovum from the ovary.
16. The male sex glands, located in the scrotum.
17. The tube-like female organ which connects the uterus to the outside of the body.
18. The opening through which urine passes from the body.
19. Tubes which connect the testes to other parts of the male reproductive system.
20. Female sex cell.
21. One's sexual being, including a person's attitude toward his or her body, one's sexual feelings, one's attitude about sex, and one's sexual behavior.
22. The opening to the uterus from the vagina.
23. The time of sexual development.
24. The female sex gland which produces ova.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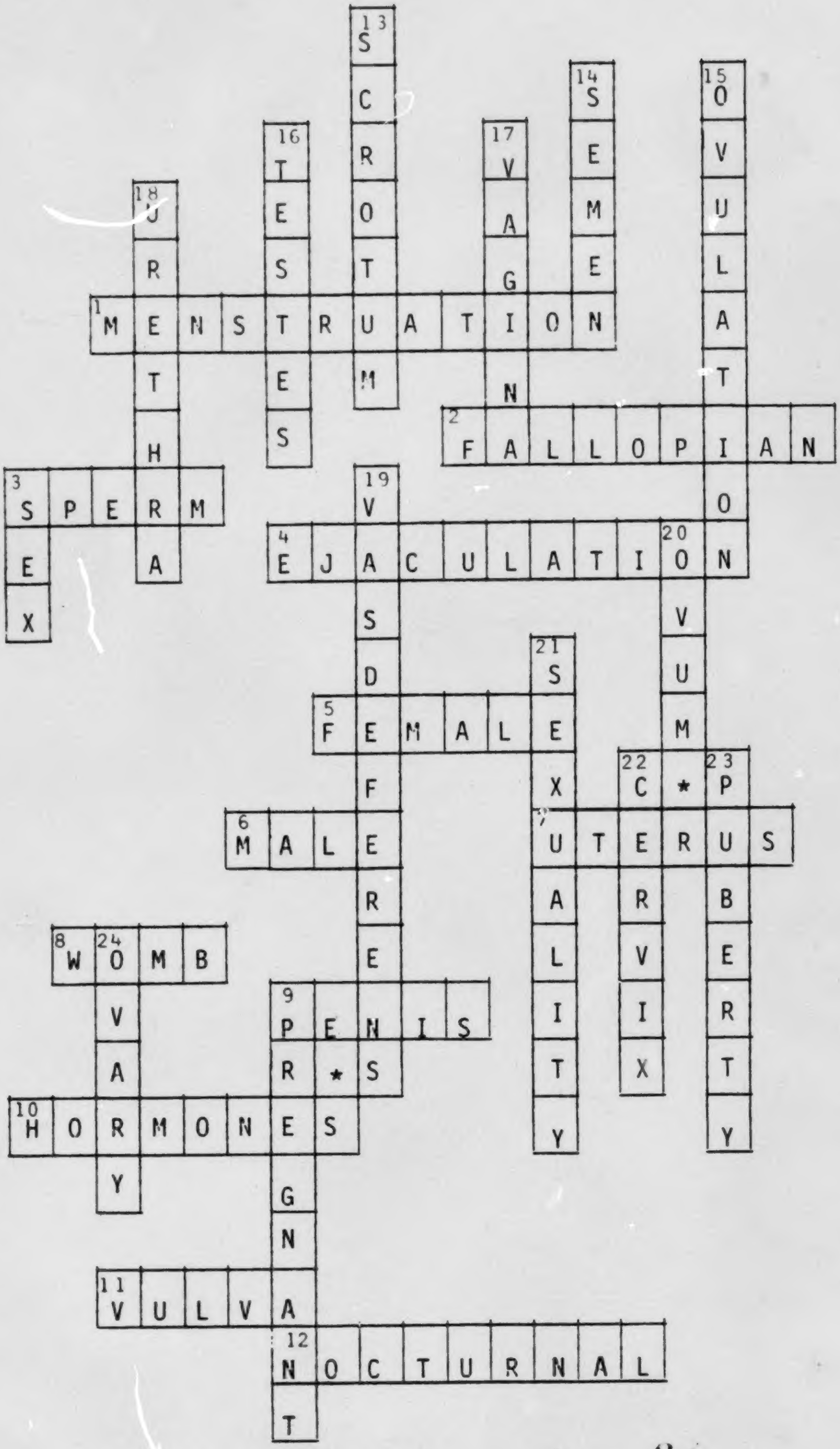

1 MENSTRUATION
2 FALLOPIAN
3 SPERM
4 EJACULATION
5 FEMALE
6 MALE
7 UTERUS
8 WOMB
9 PENIS
10 HORMONES
11 VULVA
12 NOCTURNAL
13 SCROTUM
14 SEMEN
15 OVULATION
16 TESTES
17 VAGINA
18 URETHRA
19 VAS DEFERENS
20 OVUM
21 SEXUALITY
22 CERVIX
23 PUBERTY
24 OVARY
3 SEX
9 PREGNANT
*
*

MATCHING TEST

Directions: Match the correct word with the description.

____ 1. A forceful discharge of semen from the penis

____ 2. Female sex gland

____ 3. Male sex gland

____ 4. Chemical substances which cause sexual changes

____ 5. The release of the egg or ovum from the ovary

____ 6. Being male or female

____ 7. Oviducts leading from the ovaries to the uterus

____ 8. Whitish, milky fluid which carries sperm cells

____ 9. Female sex cell

____10. The main female sex organ

____11. The sac of skin and muscles which contain the testicles

____12. Tubes leading from the testes to other reproductive organs

____13. A discharge of semen, usually at night

____14. The opening from the uterus to the vagina

____15. Male sex glands

____16. The release of blood from the uterus

____17. The time of sexual maturing

____18. The main male sex organ

____19. The female sex organ where the baby grows and develops

____20. One's thoughts, attitudes, feelings, and beliefs about one's body and about sex

A. fallopian tubes
B. semen
C. ovary
D. scrotum
E. Vas Deferens
F. ovum
G. sperm
H. testes
I. sexuality
J. vagina
K. uterus
L. penis
M. seminal emission
N. female
O. ejaculation
P. hormones
Q. menstruation
R. cervix
S. ovulation
T. male
U. sex
V. puberty
W. vulva
X. pregnancy

NOTES TO THE TEACHER

Recognized Similarities of Male and Female Sexual Excitement by Dr. Douglas W. Huenergardt is included in our curriculum guide as background information to increase understanding of the stages of sexual excitement. This section probably is the most sensitive to be included in the curriculum and thus, could also be the most controversial.

Use as much of the material as you deem appropriate for your students. We feel that the contents are important for the development of skills to prevent pregnancy in teenagers. However, your use of part or all of the material should be based on your knowledge of your students and their backgrounds.

BACKGROUND INFORMATION

Recognized Similarities of Male and Female Sexual Excitement

by
Douglas W. Huenergardt, Ph.D.

I. Sexual excitement occurs in four stages, according to the well-known medical team, William Masters and Virginia Johnson:

   A. Excitement phase--the initial buildup of sexual sensations (the onset of erotic feelings).

   B. Plateau phase--the high point (plateau) before orgasm occurs.

   C. Orgasmic phase--involuntary tightening and releasing of muscles producing pleasurable sensations.

   D. Resolution phase--stage in which all parts of the body that have undergone change return to normal.

II. Let's look at what happens in the man and in the woman at each stage so that we can understand that sexual excitement is the same for both sexes.

   A. Excitement phase
      1. Engorgement of blood vessels (vasocongestion, more blood flows into than out of blood vessels)
         a. in the male, blood flows into the penis which becomes erect;
         b. in the female, blood flows into and around the vagina which begins to open, providing some lubrication in readiness for intercourse; some erection of the clitoris also occurs.

      2. Respiration
         a. in both sexes, breathing becomes heavier;
         b. heart rate and blood pressure increase in both sexes.

      3. Readiness for reproduction
         a. testicles begin to rise closer to the body so sperm can be released; some swelling of prostate gland;

        b. uterus begins to rise and makes room for the penis to enter vagina.

B. Plateau phase
    1. Engorgement
        a. penis becomes very erect as it receives the maximum amount of blood;
        b. clitoris becomes fully erect, and the vessels of the labia majora and labia minora are swollen with blood.

    2. Readiness for reproduction
        a. testicles rise until they are next to the body; prostate gland becomes fully enlarged and fills with semen;
        b. uterus rises to a higher position, making a pool to hold the sperm; the uterus opens to twice its normal size to allow more sperm inside.

C. Orgasmic phase
    1. Male--contractions of internal organs (prostate gland) signals *orgasmic inevitability*.

    2. Female--contractions of internal organs (underlying structures beneath the labia minora and clitoris that are all connected together by a vast network of nerves and produce *orgasmic inevitability*.)

    3. Male orgasm--contractions .8 seconds apart accompanied by 3 to 7 ejaculatory spurts.

    4. Female orgasm--contractions also .8 seconds apart.

D. Resolution phase
    1. Respiration
        a. breathing, blood pressure, and heart rate return to normal for both sexes.

    2. External organs
        a. half of the blood leaves the penis almost immediately;
        b. clitoris returns to normal within 10 to 15 seconds.

    3. Internal organs
        a. prostate gland may take as long as ½ hour to return to normal;
        b. vagina and uterus take about as long to return to their normal position and size.

71

THEME: Changing Bodies and Medical Concerns

GOAL: To Acquire and Manage a Wholesome Set of Attitudes and Behaviors about Sex

OBJECTIVES:
1. Recognize male and female similarities in stages of sexual response. (57)
2. Describe ways in which sexual feelings may be expressed. (28)

LEARNING ACTIVITIES:

INTRODUCTION: Students will listen to mini-lecture on sexual feelings. (See lesson resources.) You may want to record the lecture or ask someone else to record it.

1. Use Checklist of Sexual Responses and direct students to check those that are similar. Discuss. Your students will discover that *all* responses are similar.
2. Ask the class to brainstorm or list ways sexual feelings can be expressed. Write responses on board. Ask the class to comment on the likely outcomes of differing expressions of sexual feelings.
3. Use the lecture on Ways Sexual Feelings Can Be Expressed as a wrap-up.

GENERALIZATIONS:

Everyone has sexual feelings.

Sexual feelings may be expressed in a variety of ways which do not involve procreation.

Such expressions may be appropriate or inappropriate.

EVALUATION:

Help students to generalize about what they have learned.

MINI-LECTURE: SEXUAL FEELINGS

by

Douglas W. Huenergardt, Ph.D.

I. I would like to share four secrets with you that have to do with sex.

   A. Everyone has the capacity to have sexual feelings:
      1. all of you;
      2. me;
      3. your teacher;
      4. the principal.

   B. Sexual feelings are neither good nor bad. But they occur and you understand that it is happening.
      1. Little boy babies can get an erection between 4 and 6 hours after birth.
      2. Little girls babies show signs of lubrication in the vagina between 6 and 8 hours after birth.
      3. Neither physical occurrence is good nor bad, it just *IS*.

   C. Sexual sensations weave together with other feelings, and other feelings weave together with sexual sensations:
      1. This complicates relationships, because your feelings about another person do not stay the same (Feelings change.);
      2. You need to be sure that your *RELATIONSHIPS* continue to create new and better feelings as time goes on.

   D. Sexual feelings should be a positive force in someone's life. Sometimes they aren't positive, but negative, as when:
      1. Boys are said to con a girl into having sex;

      2. Girls are said to have sex with a guy in order to hold on to him;

      3. Boys or girls have sex without using birth control and then worry about whether:
         a. pregnancy has occurred;
         b. they can provide adequate care for an unplanned child.

II. The four secrets I would like to leave you with are:

  A. Everyone has the capacity for sexual feelings.

  B. Sexual feelings are neither good nor bad.

  C. Sexual feelings blend with other feelings, and vice versa.

  D. Sexual feelings should be a positive force in your life.

SEXUAL RESPONSES CHECKLIST

Directions: Place a check (✓) in the blank to indicate sexual responses that are similar for both men and women.

_____ 1. Increase in muscular tensions.

_____ 2. Firm and erect nipples.

_____ 3. Rise in blood pressure.

_____ 4. A blushing of the skin on the chest, abdomen, and neck.

_____ 5. Faster heart beat.

_____ 6. Faster breathing.

_____ 7. Increase in size of sex organs.

WAYS SEXUAL FEELINGS CAN BE EXPRESSED

by

Douglas W. Huenergardt, Ph.D.
Family Counseling Center of Pinellas County
St. Petersburg, Florida

I. What are sexual feelings?

A. The nature of sexual feelings always has to do with *POSSIBILITIES*.

1. Because *we all know* that everyone's body has a built-in capacity to experience various degrees of sexual excitement, the *POSSIBILITY* of that happening can be brought to mind by almost anything:

    a. Tom is walking down the hall in school with a group of his friends; Mary, passing by, smiles at him and says, "Hi." Tom notices how nice she looks and says, "Hi, Mary." The group of guys with Tom say, "Boy, did Mary give you a smile! Yeah, she's yours if you want her."

    b. For both Tom and Mary, her smile may have communicated: "I am interested in you," and possibly arouse some mild excitement.

    c. The smile also could have meant: "I notice you." Because Tom and Mary are of different sexes, the smile suggests the *POSSIBILITY* of a boyfriend/girlfriend relationship.

    d. On the other hand, perhaps Mary was *just being friendly*, in which case the *POSSIBILITY* of any kind of excitement is remote for her. But Tom might have interpreted her smile as indicating the *POSSIBILITY* that Mary was interested in him.

            e. Both Tom and Mary may have considered the greeting as *friendly*, but the boys with Tom interpreted Mary's smile as something more. They pointed out the *POSSIBILITY* that Mary already is aware of *POSSIBILITIES*.

    2. During an average day, almost anything can focus our attention on the *POSSIBILITY* of some sexual excitement. (This does not imply that almost anything can excite you sexually, but rather that almost anything can make you aware of the *POSSIBILITY* for sexual feelings.)

II. Ways in which sexual feelings can be expressed:

  A. Differences in boys and girls can be observed in many routine activities (examples can be solicited from students for class discussion):
    1. differences in ways boys and girls carry books;
    2. differences in dress of boys and girls;
    3. differences in posture of boys and girls;
    4. differences in actions of boys and girls in a group of friends of the same sex.

  B. A boy/girl sometimes intentionally signals that he/she is aware of *POSSIBILITIES* by:
    1. going out of your way to talk with him/her;
    2. touching, especially with hand on hand or arm while talking or joking;
    3. teasing, both verbally and physically;
        a. verbal teasing may mildly embarrass someone, but usually everyone knows that nothing is meant by it;
        b. physical teasing may involve little pushes and shoves, games of touching, tag, etc.
    4. touching of hand to body parts (i.e., when boy puts hand on back or waist of girl in escorting her through a doorway);
    5. allowing a part of your body to touch another person (often with *accidental* atmosphere) as follows:
        a. upper arm against upper arm
        b. one person's back against another's front
        c. leg against leg
        d. breast against arm
    6. telling a friend that you are *interested* in someone--word gets around f-a-s-t in school;
    7. looking at someone often and for unusually long periods of time.

C. Boys/girls let each other know that *POSSIBILITIES* exist for further degrees of sexual excitement through:
  1. holding eye contact for long periods of time;
  2. prolonging time together even though there is little to talk about:
    a. conversation is often contrived and superfluous (complaints about teachers, school, someone in class, etc.);
  3. lots of back and forth touching;
  4. increasing the areas that are touched and length of touch, for example:
    a. hand holding
    b. head to head
    c. front to front
    d. hugging
    e. kissing
    f. touching hair
    g. touching face
    h. touching leg
    i. touching body front (including breasts)
    j. touching sexual organs
    k. placing sexual organs together
    l. sexual intercourse
  5. as more intimate touching takes place, further *POSSIBILITIES* are understood.

D. An individual can make himself/herself sexually interesting through:
  1. clothing, including unusual attire;
  2. display of competence in:
    a. sports
    b. scholastics
    c. musical skills
    d. dramatic and artistic endeavors
  3. hobbies;
  4. friends;
  5. good grooming;
  6. trying some a[illegible]ons listed in categories A, B, and C.

III. *Expressing sexual feelings* deals with ways we indicate to another that we have the capacity to experience some degree of sexual excitement.

Even if a boy or girl does not want to experience even mild forms of sexual excitement, he/she is still aware of the excitement as a *POSSIBILITY*.

(He or she is *aware* even if the answer is "no".)

NOTES TO THE TEACHER

Birth control can be an extremely interesting topic for young teens. Others may become uneasy. The atmosphere of the classroom helps determine how the students react.

Some teachers may prefer to have a doctor, nurse, or other health professional talk about contraceptives. Examples of contraceptives can be used for the student to see.

The teacher who encourages discussion of social issues may wish to talk about the history of sexual customs and contraception. Ask students: What do you think of a law that would ban all contraceptives? Would you like to have a dozen or more children? Cite Margaret Sanger as an example of an individual who fought for what she believed was right. (For students lacking positive role models, Ms. Sanger may be of interest. She worked to set up birth control clinics for women. She was jailed repeatedly but her persistence won out. Her organization became a part of Planned Parenthood.)

Don't forget to check the question box frequently.

BACKGROUND NOTES

Birth Control:

Almost since the beginning of written history, humans have attempted to regulate their bearing of offspring. Sometimes elaborate rituals were devised to enhance or increase fertility. On the other hand, methods were devised to control or restrict fertility. Some methods were sound and worked relatively well. Others were based merely on superstition and were useless.

In modern times, two breakthroughs have led to more reliable contraceptives: the vulcanization of rubber which allowed the mass production of condoms at affordable prices and the development of the oral contraceptives. Scientists have reported that new methods to control fertility are just over the horizon.

Methods of Contraception:

Abstinence--This is certainly the most effective means of birth control. It is perhaps the most appropriate means for your students. Keep in mind, however, that abstinence implies lack of sexual intercourse and not sexual activity. An interesting perspective is now being advocated called sexual gradualism. The proponent (Paul Cameron, University of Nebraska) says young people today go from kissing to coitus. He suggests a prolonged period in between in which couples gradually become more intimate as they and their relationship mature.

Condom--Condoms are one of the most popular methods of birth control. They are made of rubber or animal membrane (usually intestine) and are placed over the erect penis. Condoms come in one size but vary in other ways. They may be lubricated or nonlubricated, have a plain end or a reservoir tip, be clear or colored, or be smooth or have ridges or tiny tips to stimulate the woman. Some even have a choice of fragrances. Unrolled condoms are generally about 7½ inches long.

When the male wears a condom, he must be sure to leave some room at the tip for the semen. He must also be careful that, after ejaculation, the condom is on when he withdraws his penis from the vagina. Two other notes of caution: vaseline is not for use with condoms and condoms have a certain shelf life. They go bad after a while (about 2 years).

Condoms are effective, safe, and inexpensive. Their effectiveness may be increased if the woman uses a spermicidal foam or jelly.

Vasectomy--Vasectomy is a relatively simple medical procedure usually performed in a clinic under a local anesthesia. A small incision is made in each side of the scrotum, and the vas deferens (tubes that carry sperm) are cut and tied off and/or cauterized. Thus, the sperm no longer has an avenue for escape and is absorbed by the body. After the procedure, the man can walk out of the clinic and return to work (if he wishes).

Vasectomies are becoming very popular, especially among married men who have all the children they desire. Although there is some hope for later reversal, vasectomies should be considered permanent.

Spermicides (foam, creams, jellies, suppositories)--Spermicides work in two ways. First and foremost, they act to kill sperm. In addition, they act as a barrier to block the sperm's entrance into the uterus. They must be introduced 5 to 15 minutes before ejaculation occurs, and must be reused if coitus is repeated. The spermicide should be left in the vagina for several hours to insure that all sperm have been killed. Spermicides are available in drug stores without prescriptions and are relatively inexpensive. Their effectiveness is marginal, but better than no protection.

Diaphragm--The diaphragm is a thin, dome-shaped rubber cup stretched over a collapsible metal ring. It fits inside the vagina, covers the cervix, and prevents sperm from entering the uterus. It is used with a spermicidal cream or jelly.

The diaphragm may be inserted several hours before coitus or immediately preceding it. It must not be removed until 4 to 6 hours after intercourse; usually it is left in place overnight.

A woman must go to a doctor to be fitted for a diaphragm that comes in a variety of sizes, as measured by the diameter of the metal ring. She must be refitted every several years, or sooner if she gains weight.

Diaphragms can fail if not properly fitted, not properly inserted, or become old and worn. Properly used, they are very effective with no problematic side effects.

I.U.D.--The intra-uterine device was first conceived by camel drivers in the Middle East. The drivers discovered that a pebble inserted into the camel's uterus prevented pregnancy. Today, I.U.D.'s have been developed for people and also for dogs, cats, and even cows.

I.U.D.'s are generally small plastic devices of various shapes and sizes. They are inserted into the uterus in a simple procedure performed in a doctor's office or clinic.

81

An I.U.D. acts as an abortive device that keeps fertilized eggs from implanting in the uterus. Since it is a foreign object inside the body, it can be expelled by the uterus. For about 25% of women users, the uterus does expel the I.U.D. (it exits through the vagina). Of those women who have doctors reinsert the I.U.D., about 25% again expel the I.U.D.

Some women who use I.U.D.'s have longer menstrual periods and a heavier flow. Cramping may also occur.

Once the I.U.D. is inserted, no other precaution is required. I.U.D.'s are effective as long as they remain inside the womb.

The Oral Contraceptive--The "pill" was developed and tested during the 1950s. Since that time, modifications and improvements have made it safer and have diminished side effects. The "pill" contains synthetic hormones (progesterone and estrogen) that mimic those produced naturally during pregnancy. Thus, the "pill" produces the symptoms of pregnancy: nausea, a bloated feeling, increase in weight, enlargement of breasts. No ripe eggs (ova) are released while the woman is taking the pill.

Studies indicate women who take the "pill" over an extended period risk such hazards as blood clots and cervical cancer. Therefore, women should consult their doctor concerning the use of the pill.

Counting from the first day of her menstrual cycle, a woman takes her first "pill" on the fifth day. She takes one pill a day, preferably at the same hour of the day, for the next 20 days. Bleeding will occur two to five days after the last pill is taken. If one pill is missed, the chances of pregnancy are remote. Still, to be safe, women should use other means of contraception (condoms) during this time.

Rhythm--The rhythm method is based on the belief that the ovum dies about 24 hours after being released and sperm remain alive in the uterus for only 48 hours. Thus, theoretically, there is a *safe* period where no conception can occur and a *fertile* period when conception is likely. The problem is determining the *safe* period.

Doctors recommend that women who plan to use this method keep a written menstrual record for 12 months. A detailed formula is used to calculate when to avoid coitus. It is possible that up to half of the cycle is considered unsafe or likely to lead to conception. A modification of the rhythm method involves recording body temperature. It has been learned that a woman's body temperature fluctuates according to her monthly cycle. At the time of ovulation, there is a dip in body temperature, followed by a rise of one-half of a degree. The elevation persists for the remainder of the cycle, then drops one or two days before the menstrual flow. The woman must keep accurate records of her body temperature (before she rises in the morning) for 12 months. Proponents claim high accuracy for this method.

We feel that this method may have future potential, but it is not reliable today, especially for young teens. The point to be emphasized is that some time periods are safer than others, but intercourse without protection assumes conception.

Coitus Interruptus--Withdrawal requires the male to withdraw his penis from the vagina before he reaches a climax. It is the oldest known form of contraception. Anthropologists report it has been widely used throughout the world for centuries.

The method is safe, yet unreliable. It also has disadvantages. Neither partner can really be in a relaxed mood. The male must have good control. The female must trust her partner to withdraw at the correct time.

The penis discharges a clear liquid prior to ejaculation. This liquid often contains sperm. These sperm can fertilze the ovum, thus negating any later acts to withdraw prior to ejaculation. The best to be said about withdrawal is that it is better than nothing.

Sterilization--Sterilization of women is a more complicated procedure than for males and must be performed in a hospital. Methods range from tying the women's fallopian tubes to removal of various organs.

THEME: Changing Bodies and Medical Concerns

GOAL: To Acquire and Manage a Wholesome Set of Behaviors and Attitudes about Sex

OBJECTIVES:

1. Explain how each method of birth control is used and how effective it is. (4)
2. Explain the advantages and disadvantages of each method of birth control. (61)
3. Classify those contraceptives which are used by the female and those which are used by the male. (59)
4. Identify sources of safe and effective contraceptives. (82)
5. State the methods of birth control that require a doctor's prescription. (65)
6. Explain the importance of a medical examination in obtaining some methods of birth control. (46)
7. Describe a medical examination required for obtaining methods of birth control. (31)

LEARNING ACTIVITIES:

INTRODUCTION: Ask class to define the word "conception" (the joining of the male sperm with the female ovum resulting in fertilization--the beginning of pregnancy). Ask class to define the word "contra" (against) as in contradict or contraband. Combine conception and contra for an understanding of "contra ception." Define contraception (any method that keeps a sexually active female from getting pregnant.)

1. Using a chart, transparency, or film, trace the path of sperm and egg during fertilization.

GENERALIZATIONS:

In order to use contraceptives properly, one must understand the fertilization process and how different methods of birth control interfere with fertilization.

The greater the understanding about methods of birth control, the more likely the sexually active student will use them.

Contraceptive devices are available to both male and female.

Contraceptives must be used correctly in order to be effective.

Some methods are more effective than others.

LEARNING ACTIVITIES: GENERALIZATIONS:

2. Once the students have a good grasp of the chart, reexamine the process, emphasizing how to avoid fertilization or pregnancy. List interventions on the board:

   Example:
   - no sperm
   - sperm does not enter vagina
   - sperm enters vagina but not uterus
   - sperm enters uterus but encounters no egg to fertilize
   - sperm fertilizes egg yet does not attach to the uterus wall
   - no egg

3. Once interventions are listed, go back and list methods of birth control by each intervention:
   - no sperm - vasectomy
     - abstinence
   - sperm does not enter vagina - condom
     - withdrawal
   - sperm enters vagina but not uterus -
     - spermicide (foams, jellies, creams)
     - diaphragm
     - cervical cap
   - sperm enters vagina but no egg is present -
     - pill
     - rhythm
   - sperm fertilizes but egg does not attach itself to uterine wall - I.U.D.
   - no egg - pill
     - sterilization
     - abstinence

LEARNING ACTIVITIES: GENERALIZATIONS:

4. When methods of contraception are listed on the board, divide class into groups of 4 or 5. Each group will be assigned 2 or 3 methods of birth control (allows duplication).

   Brainstorm/discuss:
   --how the methods are used
   --effectiveness of the methods
   --the advantages and disadvantages
   --methods to be used by males and by females
   --where contraceptives may be obtained
   --methods that require a doctor's prescription

   Students probably will discover that they knew little about birth control methods.

5. After small group discussion, lead a larger discussion. Pass out one hand-out (See lesson resources) and ask students to fill in information or distribute the completed version. Students should know how each method of birth control is used, how effective it is, its advantages and disadvantages, whether it is used by males or females, where it can be obtained, and whether it requires a doctor's prescription.

6. Ask students: "How does a person get contraceptive devices from a doctor?"

   After students respond, explain that a physical examination is required.

   Read the narrative of a young woman undergoing her first medical examination. (See lesson resources.) It stresses feelings and uncertainties. Afterward, distribute a description of the examination and discuss the purpose and reasoning behind the doctor's procedures.

LEARNING ACTIVITIES: GENERALIZATIONS:

Ask students to discuss their feelings toward doctors in general and speculate on why some doctors are more understanding and take the time to explain medical procedures while others don't. Encourage students to ask questions of doctors.

7. Answer questions from the question box. Some questions may be *planted*, such as:
   - --Why does a woman have to have a medical exam just to get the "pill"?
   - --Do all doctors conduct the exam the same way?
   - --How do doctors feel about examining women?
   - --How long should women continue to have medical exams?
   - --How is an I.U.D. or diaphragm put in?

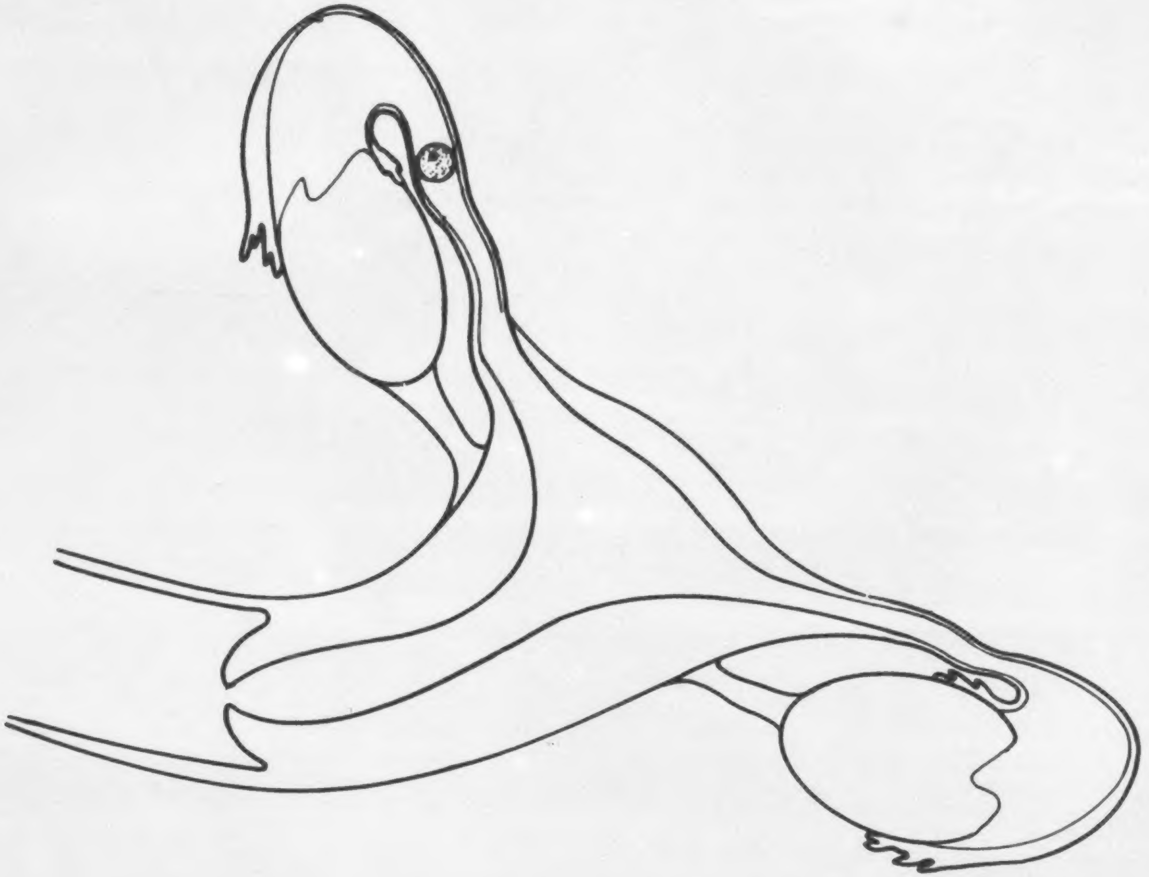
   Alternative Activity: Invite a gynecologist or Public Health nurse to speak.

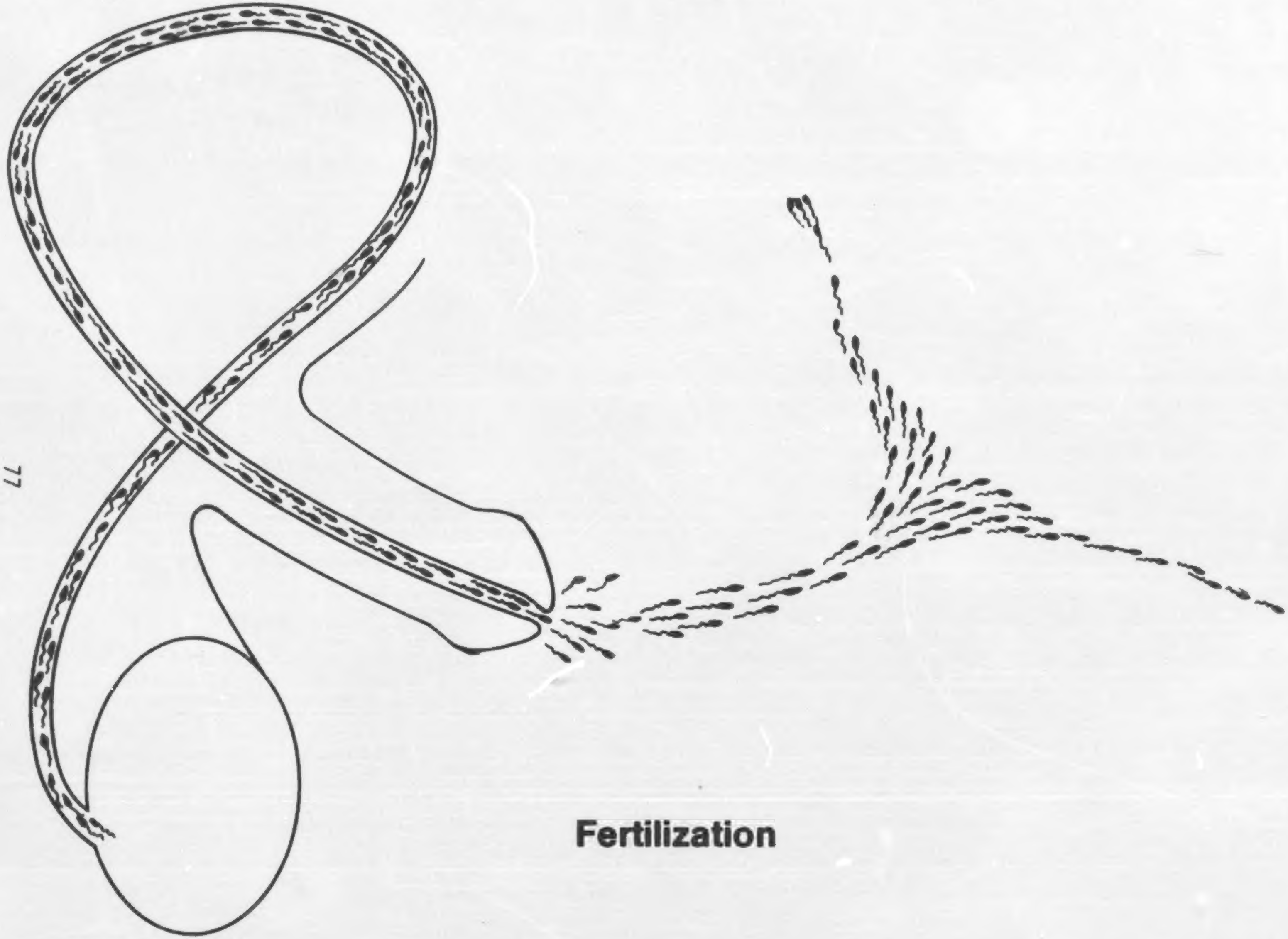
EVALUATION:

Matching test. (See lesson resources.)

87

Pre-Conception





Fertilization

CONTRACEPTIVE DEVICES/TECHNIQUES

METHOD	HOW IT WORKS	EFFECTIVENESS	PHYSICIAN	COST
Abstinence				
Condom				
Vasectomy				
Spermicides				
Diaphragm				
I.U.D.				
Oral Contraceptives				
Rhythm				
Withdrawal				
None Used				

CONTRACEPTIVE DEVICES/TECHNIQUES

METHOD	HOW IT WORKS	EFFECTIVENESS	PHYSICIAN	COST
Abstinence	No intercourse occurs	100%	No	None
Condom (rubber)	Prevents sperm from entering vagina	89-95%	No	$.50-$1.50 each
Vasectomy	Prevents sperm from being ejaculated	100%	Yes	$75+
Spermicides (foam, creams, jellies, suppositories	Kills sperm	60-95%	No	$.50 per application
Diaphragm	Blocks sperm from entering the uterus	80-90%	Yes	$5 for diaphragm plus doctor's fee
I.U.D.	Prevents fertilized egg from implanting itself in the uterus wall	99%	Yes	Cost of I.U.D. is minimal. Doctor's fee is major expense
Oral Contraceptive	Prevents egg from being released	99%	Yes	$5+ per month
Rhythm	No intercourse is allowed during a woman's fertile period	Varies	Recommended	None
Withdrawal	Penis is withdrawn before ejaculation	Varies	No	None
None used		90% of women will become pregnant during a one-year period if no precautions are taken		

MATCHING

Match the terms on the left with the correct description on the right. Some may have more than one correct answer.

1. the "pill
2. condom
3. abstinence
4. vasectomy
5. diaphragm
6. rhythm
7. I.U.D.
8. withdrawal

A. a small piece of plastic inserted into the female's uterus

B. also prevents VD

C. requires careful calculation of the *safe period*

D. prevents the woman from releasing an egg each month

E. a dome-shaped piece of rubber

F. requires a doctor

G. available at drug store

H. the semen contains no sperm

I. poor risk

NARRATIVE OF YOUNG WOMAN UNDERGOING FIRST MEDICAL EXAMINATION

Dear Diary,

Today was a big event--my first examination by a gnynacollegist (I think that's how to spell it). Although it wasn't so bad as I expected, it was still kind of strange. I was so nervous! But everybody was really nice so that helped. Well, first of all, the nurse asked me lots of different questions. She could tell I was nervous so she told me what would happen and that she would be with me the whole time and that I could even hold her hand! That made me feel better.

After all the questions, she asked me to take off only my panties and lie down on the examining table. That's a special table with things called stirrups for your feet. Then she put a sheet over me. The doctor came in and sat down on a stool at the end of the table. He turned on a bright light and then I could feel something inside my vagina. It didn't hurt--it just felt strange. Next he put his hand on my abdomen and pressed down. That didn't hurt either but I kept expecting it too.

All the time he was doing this, he was talking to me and asking me about school and things. He surely wasn't nervous!

The examination didn't take but a few minutes and then the doctor left. When I was ready he came back in and told me that everything was fine and asked if I had any questions.

All in all, it really wasn't so bad. I just wish I had known all this before I went.

96

THE INTERNAL EXAMINATION

A doctor performs an internal examination when a woman needs a contraceptive device: the "pill," I.U.D., or diaphragm.

Initially, a medical history usually is taken by a nurse. The woman will be asked such information as when menstruation started, whether her periods are regular, and whether she has problems during her period. She may also be asked whether she has had certain illnesses or medical problems. Afterward, she will prepare for the internal examination.

The procedure varies with different doctors. Some doctors talk with the woman before the examination, explain the procedure, and ask if she has questions. Other doctors may not see the patient until the actual examination. If the woman is nervous, she should tell the nurse and ask what to expect.

The examination is not painful unless the woman is very tense and tightens her muscles. She will be more comfortable if she can relax. Generally, the examination consists of several parts. First, the doctor inserts an instrument called a speculum into the vagina. The speculum stretches the vagina so that the doctor can determine that it looks as it should. While the speculum is inside the vagina, the doctor inserts a cotton swab and removes some cells from the cervix. This is called a pap smear. These cells will be checked for cancer.

Afterward, the doctor removes the speculum. He then inserts two gloved fingers into the vagina and places his other hand on top of the abdomen. In this way, the doctor can feel the uterus through the wall of the abdomen. He can determine its size, shape, and position, and whether the uterus is developing as it should.

If a doctor determines that everything is all right, he will insert the I.U.D. or diaphragm. He will also show the woman how to insert the diaphragm herself.

Some doctors may check the woman's breasts to see if there are any growths or discharges.

After the examination is over and the woman is dressed, the doctor returns. He tells her of any problems and explains the contraceptive device: its function and how to use it. The woman should ask questions if she has any concerns. It is a good idea to write down questions beforehand so she will not forget to ask them.

After all questions have been answered, the doctor will probably remind her to return at a certain time for a checkup.

NOTES TO THE TEACHER

You may wish to find out if venereal diseases have been covered in other classes by other teachers and then decide how much depth you wish to go into with objectives.

In teaching this unit, you should present all the facts without frightening your students. Treatment is available only to those who seek it. Students who are terrified may not seek medical attention. When the symptoms disappear, they think they are cured. Actually, the damage to their health is just beginning.

Explore with them the places that are available for help if they contact Sexually Transmitted Diseases (STD). Emphasize that they can be examined, treated, and released without anyone knowing. Parental consent is not necessary.

Sexual partners have a responsibility to inform each other about the appearance of any symptoms associated with venereal disease. To withhold such information is to jeopardize the health of those with whom they are intimate and for whom they care.

98

BACKGROUND NOTES

Venereal diseases (now called STD--sexually transmitted diseases) always have been around and always have caused problems. Like other aspects of sex and sexuality, they are surrounded by myths. For example, syphilis formerly was thought to be caused by sexual contact with the devil. Chancres (pronounced shak'ers) were the result of the touch of the devil. Insanity and death were the punishment.

Today we have a better understanding of STD and have developed techniques for treating them. Nevertheless, STDs are widespread and called an epidemic by some specialists. Teens are especially vulnerable. When symptoms disappear, many victims think they are cured. That is not the case. STDs persist and can cause damage to organs and tissues.

Syphilis

Syphilis, the least common of the "big three" STDs, is the most serious. It is caused by a germ called a spirochete (pronounced spy'ro keet). The germ can attack and damage any tissue or organ in the body, especially the brain (causing insanity and paralysis), heart, liver, bones and entire nervous system. Each year around 60,000 cases occur in this country. Nearly 4,000 die each year from the damage caused by syphilis (in the U.S.A.). Taxpayers pay over $50 million to maintain people in mental hospitals with advanced cases of syphilis.

Syphilis progresses in three stages of increasing severity. The primary stage involves the appearance of a painless sore called a chancre 21 to 90 days after being exposed to the germ. The sore can appear around or inside the genitals, anus, or mouth (if oral-genital contact was made). The chancre will go away even without treatment. During this period, the germ spreads to other parts of the body. It is most easily transmitted to others during this phase, but is easier to detect and treat.

During the second stage, a rash may cover parts or all of the body. The victim may also experience hair loss, fever, sore throat, and splitting headaches. The rash generally does not itch and may be so indistinct as to escape notice.

The secondary stage is followed by a latency period during which all symptoms disappear. It begins about 2 years after the initial infection and can last 10 to 25 years. Chances of infecting others during this stage are minimal. The absence of visible symptoms, however, does not mean that the germ is inactive.

During the third or tertiary stage (late syphilis), serious problems develop. Any organ, the entire nervous system, or the entire skin area can be affected. Chancres may again appear and cause disfigurement. Chronic pain may develop in the bones, joints, eyes, and organs in the cardiovascular system. The victim may experience brain deterioration, go blind, become crippled, or even die.

Syphilis can be detected by a simple blood test. Most states require that couples planning to marry submit to blood tests to check for the presence of the bacteria that causes syphilis.

Congenital syphilis refers to a pregnant woman who has syphilis and passes the disease to her unborn child. Such babies may be born dead or deformed. Increased monitoring by health professionals has lead to a reduction in the rate of children born with this disease.

Gonnorrhea

As stated in the WHO AM I? exercise, gonorrhea has been around for a long time.

It is caused by a bacteria called gonococcus (pronounced gono-cock'us). Symptoms may appear three to ten days after sexual contact. They are noticeable symptoms. Pain may result when the infection reaches the ovaries.

Although gonorrhea is not considered as dangerous as syphilis, it can have severe consequences. Gonorrhea can cause sterility, arthritis, blindness, and damage to the sex organs. Occassionally death results.

Whereas syphilis is detected by a blood test, gonorrhea is detected by examining the pus-like discharge from the sex organ. The disease is successfully treated by penicillin or other antibiotics.

Herpes Simplex

Herpes Simplex is a new type of STD and has spread rapidly. References to the disease are rare in text books more than several years old. Herpes Simplex is growing in such epidemic proportions that it may soon claim more victims per year than gonorrhea. There are different types of Herpes. Type I causes cold sores and fever blisters; Type II causes painful blisters and swelling in the genital area. Type I almost always appears on the mouth; Type II occurs in the genital area.

In men, Type II appears as series of painful, fluid-filled blisters on the skin of the penis. In women, these blisters are usually internal. Blisters can also appear on the thighs, buttocks,

100

and pubic area. Even without treatment, the blisters dry up, crust over, and disappear. Although the symptoms disappear, the virus lingers, sometimes for years. At any time, the blisters may reappear.

Because it is so new, not much is known about Herpes II. Doctors have discovered, however, that if a pregnant woman is infected with Herpes II, there is one chance in four that her child will die or be seriously damaged. Medical procedure involves delivery by Caeserean rather than by vaginal birth. Doctors now suspect that Herpes may cause cancer in women.

Herpes can be detected simply for the appearance of the blisters. Blood tests, skin tests, and Pap smears also reveal whether the virus is present. To date Herpes II is immune to all known antibiotics.

THEME: Changing Bodies and Medical Concerns

GOAL: To Acquire and Manage a Wholesome Set of Behaviors and Attitudes about Sex

OBJECTIVES:

1. State causes, symptoms, cures, and ways of preventing each of the venereal diseases. (17)
2. Explain reasons why people fail to have venereal diseases treated by a doctor. (70)
3. Explain the effects of failing to treat venereal diseases. (11)

LEARNING ACTIVITIES:

INTRODUCTION: Begin with values voting. Students who agree or feel positive vote with their thumbs up. Those who disagree or feel negative vote with their thumbs down. Those who are neutral cross their arms.

How do you feel about:
- coming to school today?
- going to see a doctor?
- being sick?
- being around someone who is sick?
- being sick but not telling anyone about it?
- going insane?
- going blind?
- never having children?
- causing someone else never to have children?

1. Hand out a study sheet (attached) or write a format on the board for students to follow and fill in.

2. Show a movie or filmstrip on venereal disease (many are available from the Florida Department of Health and Rehabilitative Services and Florida State University). Have students fill in information as the movie/filmstrip is shown. You may even show the movie twice.

3. Afterward, review, discuss, and summarize facts about V.D. (see notes for additional information).

GENERALIZATIONS:

Venereal diseases are transmitted by intimate contact with an infected person.

Young people who are informed about VD will be more likely to seek treatment.

EVALUATION:

Read some/all of the Who Am I? (See lesson resources.)

WHO AM I?

Who Am I?

I have plagued mankind throughout history. In fact, I'm mentioned in the Old Testament. The Greeks said I was caused by "excessive indulgence in the pleasures of Venus, the Goddess of Love." I am especially active during and after wars. Moses had problems with me, as have most commanders of armies. Males usually notice me within a week after I've infected them. Symptoms include burning during urination and a discharge of mucous. Females may never know I have invaded their bodies, because my symptoms are not always visible.

Usually, a shot of penicillin will do me in. If not treated, I can cause blindness and sterility. I am the most popular of the STDs. I have many nicknames. One is the clap. What is my real name? (answer-Gonorrhea)

Who Am I?

I am the STD that everyone thinks they know about. You can become infected with me by toilet seats, doorknobs, and towels. I have many symptoms. If you ignore me. I'll go away. Who am I? (answer--a myth)

Who Am I?

I am not the most common but I am the most deadly STD. I first appear in the body as a painless sore called a chancre (shank'er). The sore will go away by itself. However, other problems follow. I will attack and damage any tissue or organ in the body, especially the brain, heart, liver, and bones. Each year I kill several thousand people in the U.S. Who am I? (answer--Syphilis)

Who Am I?

I am a relatively new form of STD, but already am the second most common type of VD in America. Soon I will surpass gonorrhea as the most common STD. Some doctors say I am creating an epidemic. Pretty powerful, huh? On men, I cause a series of painful, fluidfilled blisters, on and around the penis. On women, I also cause blisters that can be on the inside of the body and cannot be seen. I can kill children if the mother has me, and am also suspected of causing cancer. So far I've got doctors baffled: they know how to control me, but not kill me. I'm immune from antibiotics. Who am I? (answer--Herpes Simplex)

104

DISEASE	GONORRHEA	SYPHILIS	HERPES SIMPLEX II
CAUSE			
WAYS OF INFECTING			
SYMPTOMS			
TREATMENT			
LONG-TERM EFFECTS (if not treated)			

VALUES CLARIFICATION

NOTES TO THE TEACHER

The second unit or theme seeks to help students develop a set of values to enable them to make wise decisions. The most sensitive theme in the curriculum, Changing Bodies and Medical Concerns, is behind you. Your presentation of the remaining themes will be easier and will improve with time and practice.

The first lesson will require some preparation. Locate pictures from magazines, newspapers, and textbooks of a variety of young people in their teens. If you wish, also include pictures of adults (singles or couples) and even a minister or priest.

Encourage your students to freely speculate about the various lifestyles of those portrayed in pictures. Open discussion here will lead to a free exchange of ideas throughout this curriculum.

BACKGROUND INFORMATION

Values Clarification is an approach used by many of today's educators. This approach is based upon the work of Louis Raths (1966), who built upon the thinking of John Dewey. Raths is concerned not with the content of people's values, but rather the process of valuing. He focused on the question--how do people accept certain beliefs and establish certain behavior patterns?

The valuing process is composed of seven steps.

Choosing one's beliefs and behaviors:
1. choosing freely;
2. choosing from alternatives;
3. choosing after considering the consequences.

Prizing one's beliefs and behaviors:
4. prizing and cherishing;
5. publicly affirming, when appropriate.

Acting on one's beliefs:
6. acting;
7. acting with a pattern, consistently and repeatedly.

Values Clarification does not aim to teach any particular set of values. Instead, the approach attempts to help students utilize the process in order to develop beliefs and behavior patterns.

Teachers who use this approach as a teaching technique find that students enjoy the process, become more involved in class, are less apathetic, and are less obliged to conform to others. Class time is more zestful and energetic. Students become better at critical thinking.

There are many good books and articles on values clarification. One that deserves mention is *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. It describes 79 different techniques involving clarifying values. These techniques are applicable to most any topic and subject.

From Raths, Louis; Harmin, Merrill; Simon, Sidney. *Values and teaching*. Columbus, Ohio: Charles E. Merrill, 1966.

According to Robert Havighurst (1973), developing conscience, morality, and a set of values is one of the major developmental tasks of adolescents. Teens need help in developing their value systems. Many forces are acting to influence their beliefs. By openly examining these beliefs, students can develop values they are comfortable with.

Everyone makes decisions daily. Decisions are based upon values: what is *good*, *best*, *appropriate*, *meaningful*, and so on. Without a well-developed set of values, decisions either will not be made or will be made without enhancement of personal happiness. Happiness involves living within the guidelines of one's values.

From Havighurst, Robert. Developmental tasks and education. New York: David McKay, 1973.

THEME: Values Clarification

GOAL: To Develop a Set of Values That Enables Deliberate Decision-making with Full Understanding of Alternatives and Consequences in Social and Sexual Situations.

OBJECTIVE: Explain ways in which sexual feelings fit into lifestyles. (73)

LEARNING ACTIVITIES:

INTRODUCTION: Write *lifestyles* on board. Ask for a definition.

Show pictures of young people that represent a variety of types and lifestyles. Some should portray singles; others, couples. Obtain these illustrations from magazines, newspapers, etc.

As you show the pictures, ask the students to imagine what the people are like. Describe their family lifestyle; what subjects they enjoy and hate in school; what sports they like (if any); what they do for fun; if they have a boy/girl friend; when they have sexual feelings, how they express these feelings; how the expression of these feelings fits into their lifestyle.

1. Divide students into small groups. Each group will be given a picture previously shown by teacher. Have students as a group, discuss their person in their picture describing his/her lifestyle according to the above questions.

2. After the groups have finished, they will share their ideas with the rest of the class, summarizing how sexual feelings fit into lifestyles.

GENERALIZATIONS:

Sexual feelings and sexuality are part of everyone's life. People choose to act on those feelings according to what they believe to be appropriate behaviors for their lifestyles.

EVALUATION:

Given several case studies, write a short paragraph about how this person is likely to express sexual feelings. (See lesson resources.)

CASE STUDIES

Slam dunk Sam is the star basketball player. He's really tall but also shy. Apart from the guys on the team, Sam has few friends. He thinks about girls, but is too shy and awkward to ask one out.

Macho Mack thinks of himself as a ladies' man. He'll go out with any girl who will accept a date. Usually, they'll only go out with him once. Girls say he's an octopus--all hands.

Squirrelly Shirley is shy and unsure of herself. She thinks about guys a lot--really. all the time. So far no guys have asked her out. She keeps hoping and dreaming.

NOTES TO THE TEACHER

The purpose of this objective is two-fold: to help students clarify their own values regarding sexual activities, and to learn how others, especially those of the other sex, view these activities. (Note the phrase *other sex* rather than *opposite sex*. Males and females have too many commonalities to be considered opposite. In addition, such terminology puts the sexes psychologically at odds).

Research indicates that, for many females, participation in sexual activities is dependent upon affection, love, and a sense of commitment. Boys, however, view sexual activity differently. Often, they see such activities as a way to prove their masculinity to both themselves and to their buddies. The girl who does something intimate may be horrified to learn her partner has spread the word all over school of their activities. Whereas the boy's status among his peers may be enhanced, the girl may feel betrayed, turn against boys, or develop a *bad* reputation in school.

It is important that the boys understand how girls view sexual activities, and vice versa. This will help to eliminate exploitive and manipulative behaviors and feelings of hurt, betrayal, and mistrust.

P.S. The film, The Game, (28 minutes) may be obtained from Florida State University, Instructional Support Center, Tallahassee, Florida 32306. Telephone orders are accepted: (904) 644-2820.

THEME: Values Clarification

GOAL: To Develop a set of Values That Enables Deliberate Decision-making with Full Understanding of Alternatives and Consequences in Social and Sexual Situations.

OBJECTIVE: Discuss the meaning of kissing, petting, and intercourse for boys and girls. (54)

LEARNING ACTIVITIES:

INTRODUCTION: Write on board the term, *game*, and ask students to define it (game: activity engaged in for diversion or amusement; a procedure or strategy for gaining an end; an illegal scheme or racket; a situation that involves contest, rivalry, or struggle).

1. Show film, The Game.
2. After students view the film, divide the sexes into separate small groups. Have them discuss these questions:
   a. What was the game?
   b. Did both Nikki and Peter play the game?
   c. What was the goal of the game?
   d. Were there rules for the game? If so, what were they? Were the rules the same for both Nikki and Peter?
   e. Was there a winner? a loser?
   f. What were the consequences of playing the game?
3. After small group discussions, have each group summarize their responses to the class. First, call on groups of one sex, then the other sex.
4. Clarify and summarize student beliefs and attitudes, focusing on similarities and differences in meanings for males and females.

GENERALIZATIONS:

Often females view sexual behaviors as shared intimacies while many males see such behaviors as proof of their masculinity.

LEARNING ACTIVITIES: GENERALIZATIONS:

5. Ask students these questions:
   a. Do you think Peter will play the game again?
      Give reasons for your answer.
   b. Do you think Nikki will play the game again?
      Give reasons for your answer.

NOTES TO THE TEACHER

Young adolescents are developing their conscience--testing their values and integrating them into their personality.

A well-developed conscience can distinguish between right and wrong. Therefore, feelings of guilt follow a real or imagined violation of an individual's moral standards or code. Problems arise when parents use feelings of guilt and shame to control their children's normal behavior, (Example: If you loved me, you would stay home instead of spending the night with Tom.) Such guilt is not warranted. However, the child cannot distinguish between warranted and unwarranted guilt. He/she feels badly, but is confused because what he/she wanted to do seemed harmless.

Many individuals are inhibited in expressing sexual feelings because such expressions in the past have been associated with shame and guilt (Example: Keep your hands away from your penis! You're a bad boy!). The expression of these feelings is not necessarily wrong or bad. What makes behavior wrong or bad is its effect or potential effect on the individual or others. The framework within which sexual behavior occurs--the who, when, where, what, and especially *why*--may prove sexual behavior to be either negative or positive.

Parents who discuss with their children and explain the *WHY* of behavior generally produce children who have a well-developed conscience and who feel guilt when it is justified. Parents who are authoritarian and demand instant obedience are likely to produce children who feel guilt inappropriately and often suffer needlessly. Permissive parents fail to give guidelines and thus tend to have children who feel little or no guilt or who feel guilt unnecessarily (Dolloff and Resnick, 1972).

THEME: Values Clarification

GOAL: To Develop a Set of Values That Enables Deliberate Decision-making with Full Understanding of Alternatives and Consequences in Social and Sexual Situations.

OBJECTIVES: Explain why people sometimes feel guilty about their sexual feelings. (34)

LEARNING ACTIVITIES:

INTRODUCTION: Write on the board:
I feel guilty when ________________.

1. Ask students to describe on a piece of paper, 5 situations (without citing names) in which they felt guilty.

2. After many situations have been mentioned, discuss guilt in general. Definition: guilt is a feeling one experiences when he/she violates the rules he/she believes in or feels he/she should believe in. Ask for examples of activities which are likely to arouse guilt.

3. Lead class in a discussion about guilt:
   - --How does guilt influence behaviors and attitudes?
   - --Can actions that are accompanied by guilt still be enjoyed?
   - --If a person does something that makes him/her feel guilty, how does he/she feel about himself/herself?
   - --If one person persuades another to do something that causes him/her to feel guilty, how will he/she feel about the person who persuaded him/her to do it?
   - --Does guilt serve a useful purpose?

GENERALIZATIONS:

Guilt occurs when someone violates his/her own standards, values, or expectations.

Guilt influences attitudes, behaviors, and self-esteem.

Guilt feelings about sexual activities may influence feelings about sex and sexuality throughout life.

Guilt is an individual reaction. Two persons can behave in the same manner. One might feel guilty, the other may feel no guilt.

LEARNING ACTIVITIES: GENERALIZATIONS:

4. Distribute the Letter to Gabby and ask the students to answer these questions:
    (1) What is Susie feeling? Guilt, possible anger, and confusion
    (2) Why is she feeling this way?
        a) She has done something she feels is wrong.
        b) She knows that someone else knows what she did.
        c) She believes that the other boys are interested in her for the wrong reasons.
        d) She feels less respect for herself.
        e) She is wondering about her future relationship with Billy.

EVALUATION:

Use 5 situations previously listed and analyze why they arouse guilt.

LETTER TO GABBY

Dear Gabby,

I am 13 years old. Lots of boys think I'm pretty. Could you please tell me what to do about one boy?

Billy is 13 too, and I like him a lot. He is good-looking and all the girls like him--the boys, too. He knows what he wants, and he says he wants me. I just love to hear him say that.

Billy asked me to go to the ball game with him Saturday afternoon. We met at the ballpark and sat together at the game. Well, during the game, we went down to the players' old practice area and Billy touched me some places where he shouldn't. I told him not to, but he did anyway. Well, I kind of liked it, but I know he shouldn't have done that. Anyway, I think Billy told some other boys because two other boys have told me that they want to go to the old practice area with me. One of them told me he saw me with Billy.

Now I wished I hadn't let Billy do that. But I still like him a lot. What can I do so I won't feel so bad?

Susie

THEME: Values Clarification

GOAL: To Develop a Set of Values That Enables Deliberate Decision-making with Full Understanding of Alternatives and Consequences in Social and Sexual Situations.

OBJECTIVE: Describe the ways in which the double standard operates in male and female relationships. (3)

LEARNING ACTIVITIES:

INTRODUCTION: Values Voting: If you approve--thumbs up. If you disapprove--thumbs down. Not sure or no opinion--fold arms across chest.

Ask the following series of questions, allowing about 10 seconds to *vote*. Do not allow discussion until later.

How do you feel about:
--Boys telephoning girls?
--Girls telephoning boys?
--Boys paying for everything on a date?
--Girls paying for everything on a date?
--Boys and girls sharing expenses on a date?
--Girls inviting a boy to dance?
--Girls asking a boy to go out on a date?
--Boys cooking a meal for girlfriends?

1. Read the following two scenarios of mythical lands.

   On the planet Tradicio, all rules and laws are plain. History shows that men were the leaders, soldiers, and workers on planet, "Tradicio." Women have always been at home, cooking, sewing, and raising many children. The rules have never changed. The citizens

GENERALIZATIONS:

A different set of rules for males and females constitutes a double standard.

The double standard requires conformity in male and female relationships.

In some societies (like ours), there is disagreement on whether the double standard is positive or negative.

The double standard restricts the individual in developing his or her full potential.

LEARNING ACTIVITIES:

GENERALIZATIONS:

think their customs should continue to be observed in the future.

Laws were passed to require that the sexes dress differently (no long pants for females), act differently, and be educated differently. Women are to grow up and get married and have kids. College isn't necessary for their roles. Men go to college, run the country, the business world, and the family.

Women need to be protected from the world. In order to do this, they cannot own property or vote. Since a woman's job is at home, there are no jobs elsewhere for them.

The people on the planet Tradicio know that men and women are different and plan on keeping things that way. Men are superior; women need protection. There is no freedom of choice.

Another planet Androgyny is quite different. It has a history similar to the planet Tradicio. Men were the leaders, the soldiers, the politicians. Yet, the citizens of planet Androgyny realized that women were important, too. Gradually women were given the right to vote and the right to have control over their own lives.

Today in Androgyny women can do anything they want. So can men. Women, who enjoy staying home, can. Women who want a career can have one. Men who want a career can have one. Men can also stay at home if they want.

LEARNING ACTIVITIES: GENERALIZATIONS:

This planet gives inhabitants many choices. A free society can be good, yet can cause problems. When individuals have many choices, they sometimes get confused over what to do and what to be.

2. Summarize each society and ask students to choose the one they think is best. Depending on class and room size and arrangement, have students who prefer the Tradicio planet go to one corner of the room and the students who prefer the Androgyny planet go to the opposite corner.

   Have students as a group (or subgroup) list reasons why they prefer one system over another. Write the reasons on the board during general discussion.

3. Ask students to analyze each society. What is the basic difference? (Answer: the first had different rules for males and females; the second has one set of rules for both sexes.) Explain that the first society illustrates a double standard.

4. Shift to reality. Few societies operate totally on a double or single standard. How does the double standard influence boy/girl relations in our society, our class, or our school today? Ask the girls to state things they feel they cannot do because of the double standard. List these on the board. Get the boys to respond.

   Reverse and ask the boys to identify things they feel they cannot do because of the double standard. Get response from the girls.

EVALUATION:

Student will write a short paper on the type of society they would like to live in.

NOTES TO THE TEACHER

This lesson should prepare the class for the panel discussion to follow. In general, students enjoy moral education and discussing moral dilemmas. In discussing the dilemmas, recognize that your students have different moral values and are at different levels of moral development. Allow for and expect to hear different answers. Allow time for answers.

Encourage your students to generate many questions concerning sexual values and morality. You may wish to add some questions of your own to prompt discussion.

Refer to the Introduction for additional information about moral reasoning.

THEME: Values Clarification

GOAL: To Develop a Set of Values That Enables Deliberate Decision-making with Full Understanding of Alternatives and Consequences in Social and Sexual Situations.

OBJECTIVE: Share and discuss moral values with parents, clergy, teachers, and friends. (30)

LEARNING ACTIVITIES:

INTRODUCTION: Introduce the topic by asking "What is a dilemma?"

1. Read the first moral dilemma. (See lesson resources.) Or duplicate and let students read it. Ask each student to write down on paper what they think the solution should be. Why?

   Have the students vote on the best solution. Have students form small groups and share their answers with other group members and learn why others may have disagreed with them.

2. Repeat this process for dilemma #2.

3. Have the students tell why these dilemmas were called *moral* dilemmas. Define *moral* as being how we think and behave with regard to right and wrong. [Funk and Wagnalls (1966) adds: especially in regard to sexual matters.] Ask: How are morals related to rules? Breaking rules? Being nice to other people? Being a *good girl* or *nice boy*? Obeying the law? Mutual agreement? Following the Golden Rule, "Do unto others..."?

4. Tell the students that a panel of clergy and other adults will come to their next class and

GENERALIZATIONS:

Moral values are standards of right and wrong.

Moral values vary.

Moral values help to determine behavior.

LEARNING ACTIVITIES: GENERALIZATIONS:

answer their questions about morals. Have students (individually or in small groups) generate a list of questions to ask the panel.

Give the questions to the panel ahead of time.

EVALUATION:

Have each student identify his/her solution to each moral dilemma. Then have students list the best reasons they heard for the other solution or other choice.

MORAL DILEMMA #1

Judy and Joanie were best of friends. They had no secrets from anyone. One night, Judy made Joanie swear an oath of secrecy. After the oath, Judy said she thought she was pregnant. She was afraid of being pregnant, of what her parents would think, and how the kids at school would react. Judy said she was going to take her savings, go to Arizona, and live with a cousin going to college there. She would also get an abortion.

The next day, Judy's parents called Joanie. Judy had disappeared. The parents were very upset and wanted Joanie to tell what she knew. Yet, Joanie had sworn an oath of secrecy. Should she tell?

MORAL DILEMMA #2

Bob watched nervously as his friend Jim crawled in through the unlocked window at school. In his hand was a can of spray paint. Later he returned. The can of paint was empty.

The next day at school, everyone was all excited about the vandalism. The police arrived, and soon announced they'd caught the vandal--a boy known as a trouble-maker. Since he had no excuse or witness to where he'd been during the crime the night before, the police assumed he was guilty.

The principal announced the boy was expelled. The police said they would throw the book at him. Bob knew he was innocent. Should he tell?

NOTES TO THE TEACHER

Having a panel of clergy and adults will require some advanced preparation on your part but will be very beneficial for several reasons. It will give you a break from normal teaching activities. It will give your students insight into differing views of morality. And, also important, it will allow the religious community to participate in your program and become a part of it. In some communities, this will be more important than in others. Before the panel appears, give students evaluation instructions.

In selecting your panel, try to obtain people with differing views, i.e., a fundamentalist, a priest, a rabbi, and a somewhat *liberal* minister. Many of your students have heard only one clergyman (or perhaps none). Exposure to different theologies should be beneficial.

It should be noted that the U.S. is a pluralistic society. The nation accommodates a wide variety of people of different ethnic backgrounds, value systems, and religious beliefs. Although some groups may speak louder than others, all have the right to be heard. All also have the right to live a lifestyle compatible with their values and beliefs as long as they don't interfere with others or violate any law.

Following the panel presentation, you may find it beneficial to hold your class discussion after the panel departs. Either dismiss the panel before the bell to allow time for discussion or begin class the next day with the discussion. If discussion is postponed to the following day, it might be appropriate to use the evaluative technique to get the discussion off the ground.

THEME: Values Clarification

GOAL: To Develop a Set of Values That Enables Deliberate Decision-making with Full Understanding of Alternatives and Consequences in Social and Sexual Situations.

OBJECTIVES: Share and discuss moral values with parents, clergy, teachers, and friends. (30)

LEARNING ACTIVITIES:

INTRODUCTION: Introduce the panel: Ask each panel member to begin with a five minute statement on how they (or their church) view morality, especially in sexual matters.

1. Use a moderator format in which you as the teacher ask questions of the panel. Ask the questions generated by the class the previous day. Let each panel member answer each question. Summarize.
2. Allow questions from the students. Or, if you wish, allow the panel to ask questions of the students.

EVALUATION:

After the panel has been dismissed, have students discuss orally or in writing what they consider the most important points made by any panel member.

GENERALIZATIONS:

Moral values are standards of right and wrong.

Moral values vary.

Moral values help to determine people's behaviors.

THEME: Values Clarification

GOAL: To Develop a Set of Values That Enables Deliberate Decision-making with Full Understanding of Alternatives and Consequences in Social and Sexual Situations.

OBJECTIVE: Identify personality characteristics of friends, dates, and marriage partners. (31)

LEARNING ACTIVITIES:

INTRODUCTION: Hand out checklist to students. (See lesson resources.)

1. Have your students complete the checklist. Afterward, discuss each trait. Ask how many checked each trait for each type of relationship? Encourage discussion.

2. After the above activity, ask students to define personality. (Definition: combination of values, attitudes, and behaviors which make each of us a unique individual).

3. Divide class into small groups (3 to 5 per group) by sex (boys and girls in different groups). Given a list of personality characteristics (see checklist), students should rank order the top 5 for each category--friend, date, marriage partner. Have one boy from each group list the group's ranking on the board. Discuss similarities and differences. Then have girls list their rankings on board. Discuss similarities and differences among girls. Discuss similarities and differences between girls and boys.

GENERALIZATIONS:

Everyone has ideals of what personality characteristics make a good friend, a date and a marriage partner.

Ideals change over time.

Being a good date does not necessarily mean being a good spouse.

LEARNING ACTIVITIES:

GENERALIZATIONS:

Summarize. Are the same personality characteristics important in friends, dates. and spouses? Is it possible for someone to be the ideal date yet a poor spouse?

4. Compare student rankings of personality traits with those ranked by high school youth and by married people. (See lesson resources.) Discuss reasons for differences. Distribute sheets to students and ask them to discuss the traits with their parents. Ask students to state whether they agree or disagree with the rankings and why.

EVALUATION:

Have some examples of want ads available. Have students write a want ad--for a friend, a date, a spouse. Describe qualities they are seeking. Teacher will read ads--without revealing names.

PERSONALITY CHECKLIST

Below are personality traits that people might have. Some may be considered *good*, and others *not so good*. Place a check (✓) in the first column after each personality characteristic you think is important for each relationship. The first column is for friend, the second is for dates, the third is for a marriage partner. After the listed ones, list others you think are important.

	Friend	Date	Marriage Partner
1. friendly			
2. good dancer			
3. rich			
4. generous			
5. assertive			
6. caring			
7. sexy			
8. humorous			
9. honest			
10. well-dressed			
11. religious			
12. risk-taker			
13. fun to be with			
14. quiet			
15. thoughtful			
16. a practical joker			
17. aggressive			
18. cheerful			

	Friend	Date	Marriage Partner
19. honor roll student	___ ______	___ ___	___ ______________
20. likes sports	___ ______	___ ___	___ ______________
21. affectionate	___ ______	___ ___	___ ______________
22. hard worker	___ ______	___ ___	___ ______________
23. enjoys nature	___ ______	___ ___	___ ______________
24.	___ ______	___ ___	___ ______________
25.	___ ______	___ ___	___ ______________

After you have checked those characteristics that you think are important, go back and rank the characteristics you checked. Place your ranking in the second column, beginning with one (1) for the most important.

MARRIAGEABILITY TRAITS

The Purdue Opinion Panel (Landis and Landis, 1975) requested high school students to rate personality traits from "very desirable" to "undesirable" for a future mate. The following table lists their desired traits for a marriage partner.

Trait Ranking	Boys	Girls	Total
	Percentage		
Is dependable, can be trusted	92	96	94
Is considerate of me and others	84	95	90
Takes pride in personal appearance and manners	87	90	89
Shows affection	84	85	85
Acts own age, is not childish	77	87	82
Desires normal family life with children	77	87	82
Has pleasant disposition	77	84	81
Is clean in speech and action	72	82	77
Knows how to budget	62	75	69
Approved of by my parents	56	74	65

Landis and Landis (1975) described a study which revealed traits of individuals who were happy and unhappy in their marriages. Their traits are summarized in the following table.

HAPPILY MARRIED PEOPLE

Men	Women
1. Emotionally even and stable	1. Not easily offended
2. Are cooperative	2. Not competitive in social situations
3. Equalitarian attitudes toward women	3. Are cooperative
4. Benevolent toward inferiors or underprivileged	4. Not annoyed by advice
5. Not self-conscious or too introverted	5. Like activities that give others pleasure
6. Show initiative	6. Careful about money
7. Take responsibility	7. Conventional in religion and morals
8. Thrifty and cautious about money	8. Optimistic in outlook
9. Favorable to religion	
10. Upholds sex standards and social conventions	

UNHAPPILY MARRIED PEOPLE

Men	Women
1. Inclined to be moody	1. Are emotionally tense
2. Have inferiority feelings	2. Have ups and downs in moods
3. Compensate by being domineering	3. Are aggressive because of inferiority feelings
4. Enjoy commanding others	4. Inclined to be irritable or dictatorial
5. Withdraw from competing with superiors	5. Would rather be important than liked
6. Compensate by daydreams and dreams of power	6. Interested only in activities that offer personal reward
7. Irregular in work habits	7. Tend to be impatient workers
8. Dislike saving money	8. Dislike cautious or careful people
9. Express irreligious attitudes	9. Dislike work that requires careful effort
10. Inclined to be radical in sex morals	10. Inclined to be radical in ideas and beliefs

From Landis, Judson and Landis, Mary. Personal adjustment, marriage and family living. Sixth Edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

NOTES TO THE TEACHER

This lesson begins with a fantasy. In order for it to be successful, make sure the students have calmed down. Get them to close their eyes and relax for a minute. As you suggest the fantasy, give them time to develop and enjoy their reveries. Don't rush. To bring them back, give them fair warning, then count slowly to five. You voice should be low-keyed and soothing.

Fantasies can be an exciting learning technique. The secret is to make sure that your students are relaxed and quiet. Talking disrupts thoughts.

Relate the class activities to the previous lesson--identifying personality characteristics.

THEME: Values Clarification

GOAL: To Develop a Set of Values That Enables Deliberate Decision-making with Full Understanding of Alternatives and Consequences in Social and Sexual Situations

OBJECTIVE: Discuss personal values that result in appropriate behavior in dating situations. (36)

LEARNING ACTIVITIES:

INTRODUCTION: Have each student fantasize on an ideal date. What would he/she do? What would his/her date be like? How would he/she expect to be treated? How would he/she treat his/her date? Write a paragraph describing the ideal date.

1. Have students, either in a small or large group, list what their ideal dates would be like. What would they do on dates? How would they be treated? How would they act?
2. From here, lead the discussion into what is *appropriate* behavior on dates. List specific behaviors. Consider appropriate sexual behavior.
3. Probe deeper. What type of personal values would result in such appropriate behaviors? If the students are slow to start, throw out a few ideas, such as being considerate, respectful, responsible, generous, thoughtful, caring, loyal.

GENERALIZATIONS:

Appropriate dating behavior is usually determined by the individual's values and influenced by the peer group.

EVALUATION:

Write a recipe for an ideal date.

NOTES TO THE TEACHER

This activity utilizes the Empathetic Approach. Refer to the Introduction for a discussion of this approach.

The March of Dimes film, Woman-Child, is a 15-minute color film available through your local March of Dimes. Or contact:

March of Dimes
1275 Mamaroneck Avenue
White Plains. NY 10605

THEME: Values Clarification

GOAL: To Develop a Set of Values That Enables Deliberate Decision-making with Full Understanding of Alternatives and Consequences in Social and Sexual Situations

OBJECTIVE: Explain reasons why some teenagers get pregnant. (71)

LEARNING ACTIVITIES:

INTRODUCTION: Announce to the students that they are about to view a film. You want them to observe carefully and try to place themselves in the role of either the pregnant teen or the teen's boyfriend/baby's father. Ask students to list five feelings depicted by the characters in the film.

1. Show film Woman-Child by the March of Dimes (Phoebe is also recommended.)
2. After the film, ask students to describe their feeling in the imaginary role of teen mother or teen father. Ask them to elaborate. Next ask students: Why did you become pregnant? Or for the students who were teen fathers: Why didn't you use contraception? Later, list reasons on the board.
3. After reasons are listed, discuss each. Does the class consider the reasons *good* ones? If not good, erase them. (If good, leave them). If good, for whom? Chart responses by these categories: girl, boy, baby, family, society.

GENERALIZATIONS:

Each year many teenagers become pregnant.

Premature pregnancies occur for a variety of reasons, some as a result of choice, some as a result of failure to choose.

EVALUATION:

Have students, either orally or in writing, list one reason that teenagers get pregnant. Explain why this is, or is not, a *good* reason.

NOTES TO THE TEACHER

The use of eggs to simulate babies can be an eye-opener. However, it takes proper preparation, instruction, monitoring, and processing. You may wish to let each student have an egg child, or pair students as couples and let them share the responsibility.[1]

Obtain one raw egg for each class member. Using felt-tipped pens, color the tops of half of the eggs pink and the rest blue. You can use your imagination to mark the *girls* and *boys* with other characteristics of a newborn infant--eye color, hair color, deformities, health problems, and so on. When the *egg children* are ready, bring them to class. The eggs should be placed in a container that will insure distribution on the basis of chance, not on the basis of student preferences. Containers that work well are the cartons that hamburgers come in. Check your local fast food restaurant for donations of such cartons.

To prepare for the exercise, have students write a short description based upon the following unfinished sentence:

I hope my first child will be a __________ and (s)he will have __________.

Explain that students are going to become parents for a week and in a moment their child will be delivered. Point out how young children are fragile and need constant supervision and attention. Stress that students will be responsible for the protection, care, shelter, and attention needed by their child during this week. Have them carefully reach into the container for their *egg child*. Ask if this *child* resembles their desired first child and how they feel as new parents. Direct them to make notes in their journals about reactions to their *child*. Instruct them to provide full parental care for their egg child during the next week. At the end of the week, ask students to return with their children and describe their experience as parents.

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[1] From Fisher, Ruth Martin. In: Illinois Teacher, 29, no. 3: 139 (January-February, 1976).

THEME: Values Clarification

GOAL: To Develop a Set of Values That Enables Deliberate Decision-making with Full Understanding of Alternatives and Consequences in Social and Sexual Situations.

OBJECTIVES:
1. List things most liked and disliked about taking care of babies and toddlers. (5)
2. List things most liked and disliked about taking care of school-aged children. (10)
3. Suggest qualities that are important for parents to have. (58)

LEARNING ACTIVITIES:

1. Have students spend a week as parents of an *egg baby*. They can be single parents, paired up, or a combination. See notes about details.

   You have two options: give this assignment one week prior to today's lesson, or hand out the babies today and discuss the assignment during the unit on Family Relationships.

and/or

2. Have students, working in pairs, gain *hands on* experience in dealing with children. Possible activities: baby sit, observe day care centers, observe an elementary school class.

   Afterward, list on board what they liked and disliked about babies, toddlers and school-aged children.

   List qualities parents need for children at different stages.

and/or

3. Invite a panel of parents to come to class. It may be interesting to have them bring their children with them.

GENERALIZATIONS:

Being a parent can be difficult.

Caring for children requires doing things you don't like.

A person's needs, wants, and abilities change with his/her development.

The more responsible the person is. the more responsible he/she is likely to be as a parent.

LEARNING ACTIVITIES:

If a panel is invited, think about using the moderator format. Have students generate a list of questions for you, the moderator, to ask.

GENERALIZATIONS:

EVALUATION:

Have the students write a paper on how they would feel if they were to become a parent today. What problems do they think they would have?

Have students list things they plan to do before having children in order to be prepared for parenthood.

143

DECISION-MAKING

NOTES TO THE TEACHER

This section is perhaps the most important in the curriculum. It stresses using rational, responsible decision-making based upon knowledge of possible consequences of behaviors. Of course, the decision-making process applies to many aspects of life but is especially applicable to our curriculum.

When discussing consequences of having sexual intercourse, try to be open-minded and not come across as judgmental. Perhaps we all prefer that teenagers do not have sex at this age. When listing consequences of premarital sexual intercourse, acknowledge that there *MAY* be some positive benefits. If you list or stress only negative aspects, you may lose credibility with your students.

When listing consequences of not having premarital sexual intercourse, look at both sides also. Often one person will attempt to manipulate the other. A consequence of saying *no* is that the relationship may end. As a follow up, discuss characteristics of the relationship: It certainly wouldn't be based on mutual respect or wanting the best for the other person. Thus, a consequence of saying *no* might be breaking up; yet, a negative consequence may be positive in the long run.

At first glance, you might wonder how and why this theme is included in a curriculum to prevent pregnancy. A second glance, plus knowledge of the literature, reveals that values, goals, and decision-making are important factors in helping teens act responsibly. The following generalizations can be made:

Young adolescents who become pregnant frequently believe themselves unable to control their lives.

Adolescents with long-range goals are less likely to become pregnant than adolescents with few or no goals.

Adolescents with no concrete values or goals will more than likely *go with the flow* or take the easiest course at the moment. This reaction could lead to unwanted pregnancy.

Our survey revealed that Florida's vocational home economics teachers felt that they were well-prepared to teach *Values and Decision-making*. Use your existing skills to stress the importance of not just learning facts (about changing bodies, methods of contraception, and so on) but using such knowledge to make intelligent, responsible decisions.

BACKGROUND INFORMATION

A review of the literature on premarital sexuality reveals that the decision to *do it* is often spontaneous and impulsive. It reflects the teenagers' inability to make responsible decisions and also provides a convenient excuse for them.

Teens who plan to have sex and plan to practice contraception have admitted their intentions. Others who do not plan, but say, "we were just lost in our passion," can feel less guilt. Unfortunately, avoidance of guilt at this stage can lead to unplanned pregnancy.

THEME: Decision-making

GOAL: To Develop Skill in Use of a Rational Decision-making Process with Responsibility for Consequences of Actions.

OBJECTIVE: Define the following terms: values, goals. and decision-making. (79)

LEARNING ACTIVITIES:

INTRODUCTION: Read the stories of Wondering Wanda, Go Getum Gertrude. and Goalless Gordie. (See lesson resources.)

1. Ask the class (in small groups) to analyze one of the three character's values, goals, and decision-making ability. Have a group "reporter" tell the class what their group decided. Teacher will ask class to define the terms: values, goals, and decision-making. How do these influence the lives of their character? What would they predict in their lives? Why is it important that students determine values, set goals, and be able to make decisions?

GENERALIZATIONS:

Values determine the personal importance of ideas, things, and activities. They give meaning to life and help to give it direction.

Goals are the end point toward which effort is aimed.

Decision-making is a process by which people assess goals, alternatives, and consequences. To decide is to choose. Not to decide is also to choose.

EVALUATION:

Students will write short, narratives on two fictitious characters. One character has clearly defined values and goals and good decision-making skills; the other character does not.

WONDERING WANDA

Wanda is a nice enough person. In fact, she'd do almost anything for others. She does OK in school but could do better. Her problem is she doesn't spend much time doing one thing. She'll start doing her math homework, then telephone a friend and talk for half an hour, then run out to the library for a book she really doesn't need. More often than not, her homework either doesn't get done, or is only half completed. Sometimes she just copies someone else's homework on the bus in the morning. She ran for a class office but wasn't elected. Students think of Wanda as "scatter-brained."

GO GETUM GERTRUDE

Even though she's only 14, Gertrude already knows what she wants out of life. Gertrude is sure her future lies in space. Yes, Gertrude wants to be an astronaut. She's already taking advanced courses in science and mathematics. After school and on Saturdays, she has a part-time job at the municipal airport. Her dream is to get a pilot's license before she graduates from high school. Her parents and guidance counselor are supportive and are helping her think about colleges. Gertrude was elected class president. Although she's not the most popular girl in class, the students knew Gertrude would get the job done.

GOALLESS GORDIE

You wouldn't want to meet a nicer person than Gordie. His problem is that he doesn't know what he wants to do in life. He graduated from high school with a "C" average. Since then, he's gone to two community colleges and one vocational school but dropped out of each soon after enrolling. He thought about joining the military, but couldn't decide which branch to join. Finally, he was drafted into the army. During basic training, Gordie was seriously injured. He was standing in the middle of the road when a jeep ran over him. Oh, he saw the jeep coming. He just couldn't decide whether to move to the left or the right. While he was deciding, he got run over.

NOTES TO THE TEACHER

In the next two lessons, involve students in the decision-making process. Probably the most difficult and yet most important step in the process is problem identification.

Groups of students may identify a problem in different ways. The discovery that groups may view a problem differently is a valuable learning experience. The way a problem is identified will determine how it is resolved. Problems may be identified in the first example as follows:

a) Mary is afraid that she'll be killed or injured
b) The dare is unfair since the other members haven't had to do anything so dangerous.
c) Mary won't have any friends if she doesn't accomplish the dare.
d) Mary is not brave enough to become a member of the Rockettes.
e) Mary is not *smart* enough to think of any other ideas to suggest to the Rockettes.
f) Mary needs to find some new friends.
g) (others)

Students can learn to recognize that social problems represent value conflicts. In this example, Mary is torn between wanting to belong and yet wanting to preserve her life. The problem is the conflict she feels as she is pulled between two desires. (The above *problems* are *smokescreens* that interfere with identifying the problem or they may be means used to resolve the problem.) Whenever the underlying problem is not identified and managed, it continues to flare up and causes additional problems.

THEME: Decision-making

GOAL: To Develop Skill in Use of a Rational Decision-making Process with Responsibility for Consequences of Actions.

OBJECTIVE: Correctly identify the steps of decision-making. (78)

LEARNING ACTIVITIES:

INTRODUCTION: Help your students discover the decision-making process. Write *ice-cream* on the board. Ask: How many choose ice cream? What's wrong? What are other choices? Write: ice cream, lawn mowers, fast car, boxing gloves on the board. Ask them to choose or vote. What's wrong? We need to know the situation. The situation is: You said some bad things about _______. (Muhammad Ali, Ronald Reagan, etc.) He (or she) heard you and is out to *get* you. Now analyze each word choice (ice cream, etc.) with this added information. Can you provide solutions?

Add another ingredient: personal values. Individual values influence personal choice. An appeaser might give the offended party ice cream or offer to cut his lawn. A fighter might choose boxing gloves. An escapist might choose the fast car.

Suppose the students choose ice cream, only to discover Ali (or whoever) hates ice cream. They must re-evaluate and perhaps make another choice.

GENERALIZATIONS:

Problem-solving involves a logical sequence of decisions.

LEARNING ACTIVITIES:

GENERALIZATIONS:

Recap to summarize this decision-making process:
- --identify the problem
- --identify alternatives
- --consider consequences of each alternative
- --make a choice within individual value systems, goals
- --act
- --re-evaluate

1. Using the above decision-making process, ask students in small groups to apply the process by responding to the Decision-Making Worksheet. (See lesson resources.)

2. As a total class, discuss group responses.

3. Assign a particular outcome to each group and ask them to empathize with Mary as though she had experienced the particular outcome.

DECISION-MAKING WORKSHEET

Mary wants to become a member of the Rockettes. To become a member, she must accept a dare from the other members. The group has decided that Mary must step out in front of a moving car and make it come to a complete stop. She must accomplish the dare by noon the next day or she will no longer be accepted by the other members. Mary has thought about some of the dares given the other members: Karla stole a lunch from a workman at a construction site, Sean released a garter snake in the classroom, and Kandra, the leader, stole a "Stop" sign. Mary really wants to be a member of the Rockettes, especially since she doesn't have any other friends. Yet, she is afraid of what might happen if she steps in front of the car.

In your group, answer these questions:

1. What is the problem?
2. What are Mary's choices?
3. List possible outcomes of each choice.

THEME: Decision-making

GOAL: To Develop Skill in Use of a Rational Decision-making Process with Responsibility for Consequences of Actions.

OBJECTIVES:
1. Cite the consequences of having premarital sexual intercourse. (67)
2. Weigh the consequences of premarital pregnancy. (9)

LEARNING ACTIVITIES:

1. Using the decision-making process, ask students to apply this process to sexual decision-making, using the following scenario:

   Bob and Dinah started thinking of each other as *special* when they were 13. They have dated for 3 years now and feel they are truly in love. Bob hopes to go to college and open his own business in electronics. Dinah would like to be a school teacher. On Bob's 16th birthday, he tells Dinah he wants a special present from her. He wants to have sexual intercourse that night.

2. As a group, identify the problem.

3. As a group, list alternatives.

4. As a group list consequences of each choice. Discuss.

5. Ask students to use the "Scale of Consequences" to weigh decisions regarding premarital intercourse. On the right side of the scale, ask students to list as many advantages of premarital intercourse as possible. On the left, ask them to list as many disadvantages of premarital intercourse as possible.

GENERALIZATIONS:

Using the decision-making process may help adolescents make informed, responsible decisions regarding sexual activities.

Premarital pregnancy has consequences for the girl. the boy, and the baby.

LEARNING ACTIVITIES:

GENERALIZATIONS:

Ask students:

a. Which side is *heavier*?

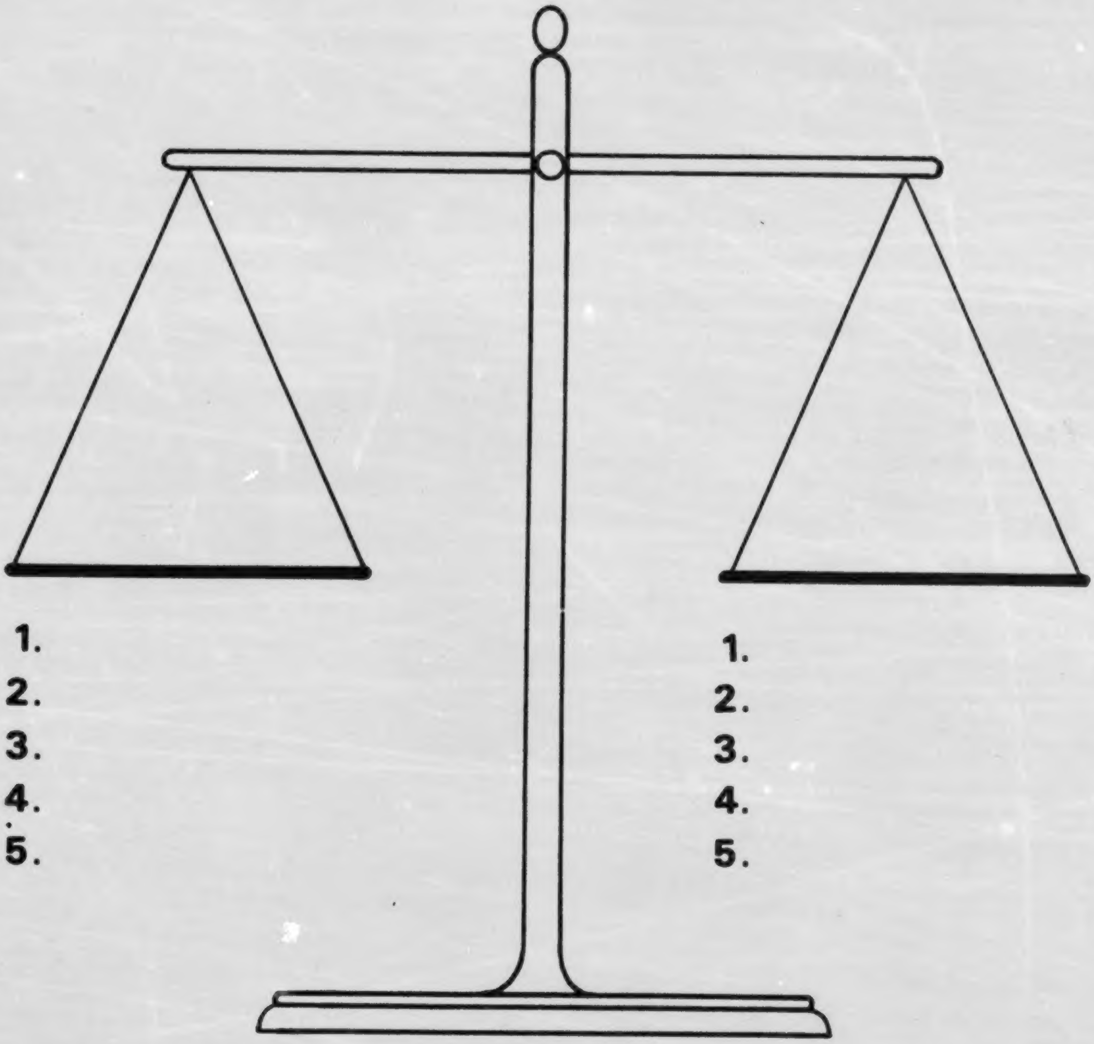
b. Do some advantages or disadvantages *weigh* more than others? If so. which ones? How can one decide?

c. How can they decide whether their scale is an accurate measure?

d. In what ways might some people attempt to *tip* the scale?

6. As a group, consider the consequences of premarital pregnancy. The teacher may wish to develop discussion by suggesting such topics as mother's educational future, mother's and baby's health, mother's chances of a long-term marriage, how family and friends may now view the teen father, and the future of the baby.

Scale of Consequences



1.
2.
3.
4.
5.

1.
2.
3.
4.
5.

NOTES TO THE TEACHER

Adolescence is a time of forming an identity and establishing independence. Indeed, some experts say adolescence is over when the young person has established independence from the family.

It is natural for your students to begin to question you, their parents, and authority figures in general. They are entering an age in which they want to break away from their family as the primary unit of identification. However, the attainment of independence from parents (or guardians) is a gradual process (most of the time). Teens may want to prove themselves and accept responsibility, but parents sometimes are reluctant to relinquish their authority and control. This situation can lead to clashes between parents and teens.

Teens try to prove their independence and maturity in several ways. Some adolescents become pregnant to prove they are grown up. Others get pregnant as revenge against their parents. But the adolescent must bear the consequences.

Establishing independence from parents is important for teenagers; so is the feeling that they have control over life choices. Adolescents who feel they have some control over their lives and have a bright future are less likely to become pregnant.

THEME: Decision-making

GOAL: To Develop Skill in Use of a Rational Decision-making Process with Responsibility for Consequences of Actions.

OBJECTIVES:
1. Explain the differences between personal and family goals. (51)
2. Identify decisions which are made by self and those made by parents. (23)
3. Identify the areas in a teenager's life for which she/he is responsible. (83)

LEARNING ACTIVITIES:

INTRODUCTION: From a list of goals, have students choose goals that pertain to family and those that are personal. (See lesson resources.)

1. Lead discussion on the differences between the two goals:
   a. Which were family and which were personal?
   b. Explain the difference between personal and family goals.
   c. How do personal goals influence the goals of individuals in the family?

2. Draw a line or continuum on the board with *stick* figures. At one end is a newborn baby; another segment is a child aged 6, a child aged 13, a teen aged 18, a young adult aged 25. Divide students into small groups. Have each group focus on a stage or age in the continuum. Have the groups list decisions that the stick figures can make and decisions their parents make. Also identify areas of responsibilities of students, such as cleaning room, being on time, mowing lawn, attending school, earning spending money.

GENERALIZATIONS:

Setting personal goals is necessary for growth.

Establishing independence is a gradual process.

Establishing independence involves accepting more and more responsibilities.

LEARNING ACTIVITIES:

GENERALIZATIONS:

3. Have reporters summarize their group's conclusions for the class. Lead a discussion on the process of growing up--gradually assuming more control over decision-making and accepting more responsibility.

   Ask:
   - --What factors seem to determine decision-making and responsibility?
   - --How does one gain responsibility?
   - --How does one learn responsibility?
   - --In what areas in life do we gradually gain control?
   - --In what areas of life do we never gain control?

EVALUATION:

Each student will explain, either to the whole class or to a small group, areas in his/her life in which he/she makes decisions and is responsible and those in which parents make decisions and are responsible.

FAMILY/PERSONAL GOALS

Directions: Decide which of the following goals are generally family goals, which are generally young teens' goals, and which are your goals. Place a check (✓) in the appropriate blank.

Goals	Family	Young Teen	Self	None
1. Take a vacation each year.	____	____	____	____
2. Buy a car.	____	____	____	____
3. Have a happy, fulfilling marriage.	____	____	____	____
4. Be kind to others.	____	____	____	____
5. Graduate from high school.	____	____	____	____
6. Support each member of the family in developing talents and abilities.	____	____	____	____
7. Improve communication.	____	____	____	____
8. Follow a budget.	____	____	____	____
9. Be popular.	____	____	____	____
10. Have plenty of money.	____	____	____	____
11. Attend church.	____	____	____	____
12. Have a paid job.	____	____	____	____
13. Go to college.	____	____	____	____
14. Excel in some activity.	____	____	____	____
15. Read frequently.	____	____	____	____
16. Have many friends.	____	____	____	____
17. Exercise regularly.	____	____	____	____
18. Eat a balanced diet.	____	____	____	____
19. Be affectionate.	____	____	____	____
20. Value children.	____	____	____	____

THEME: Decision-making

GOAL: To Develop Skill in Use of a Rational Decision-making Process with Responsibility for Consequences of Actions.

OBJECTIVES:

1. List reasons why young people fail to plan for sexual intercourse. (45)
2. State advantages of planning for sexual activity. (27)
3. Explain why couples may fail to use birth control. (43)
4. Compare the concept of responsibility with that of romantic notion. (66)
5. Explain how both partners can take responsibility for birth control. (2)
6. Suggest ways in which sexual responsibility can be handled. (42)

LEARNING ACTIVITIES:

1. Divide students into small groups. Give each group a narrative (See lesson resources.) Have groups use the Narrative Question Sheet to analyze each narrative.

2. Ask a reporter from each group to read the situation and to respond. As reporters respond, fill in chart on board:
   a) reasons for failure to plan;
   b) advantages of planning;
   c) reasons for failure to use birth control.

3. Building on this activity, ask students to decide which narratives involve sexual responsibility. After selections are made, tell students that the other narratives involve *romantic notion*. List term romantic notion on board and ask students to define the term. After term is defined, ask students to compare the difference between sexual responsibility and romantic notion.

GENERALIZATIONS:

Young people fail to plan for sexual intercourse because of *romantic notion*.

Planning for sexual activity is likely to result in more positive outcomes.

Couples may fail to use birth control because of ignorance, guilt, lack of communication, or refusal to assume responsibility.

LEARNING ACTIVITIES:

4. Ask each group to rewrite the narrative to explain how both partners can take responsibility for birth control.
5. Ask all groups to rewrite the Tom-Sharon narrative.
6. After reports are read, summarize ways to become sexually responsible.

GENERALIZATIONS:

EVALUATION:

Students will write a script in which a male and female discuss whether to have sex.

NARRATIVES

Lynn is an attractive 13-year-old who looks much older. She meets a dreamy boy at a dance. He is a senior at the high school. In one night, he sweeps her off her feet. She is really head over heels in love with Jimmy. On this first date, they did lots of slow dancing. On the second date they parked for over 2 hours. On the third date, they had sexual intercourse. Jimmy never called for a fourth date. Lynn is heartbroken.

John likes to think of himself as a macho man. Even though he is only 15, he has had sexual intercourse with 8 girls. He keeps track of that. One girl became pregnant. John figured it was her problem, not his.

Tom and Sharon had been dating for 2 years. They feel that they love each other and have been involved in some heavy petting. They would both like to have sexual intercourse but are unexperienced. They decided they'll "do it" when Sharon turns 16. They talked about it and made plans on how, when, and where. They also talked about how to keep Sharon from getting pregnant. They are both looking forward to *it*.

Felix and Nancy have been dating for six months. One Friday night, while on a date, Felix tells Nancy he loves her so much he just *HAS* to have sex with her. Nancy loves Felix, but is afraid she'll get pregnant. Felix keeps insisting. Nancy gives in to his wishes.

David has quite a reputation as being a *ladies' man* in school. Candi is thrilled when he asks her out on a date. Early in the evening he says he wants to have sex. Candi is shocked and says "no." David says if that's the case, he'll take her home. Candi would like to go steady with David, so she says OK. David never calls again.

NARRATIVE QUESTION SHEET

1. Identify the problem.
2. What are the alternatives?
3. What are likely outcomes of each alternative?
4. Did the couple plan for intercourse?

   Yes________ No ________

   Why?

   If yes, what were the advantages?

   what were the disadvantages?

   If no, what were the advantages?

   what were the disadvantages?
5. If they had intercourse, did they use birth control? Yes ___ No ___

   Why?

   If yes, what are possible advantages?

   what are possible disadvantages?

   If no, what are possible advantages?

   what are possible disadvantages?

NOTES TO THE TEACHER

Values voting is included for two reasons. It will gain attention and create interest, and it will personalize the upcoming lesson. During values voting, allow about 10 seconds for everyone to vote, then move to the next question. Don't stop and discuss each question.

You may encounter difficulty in finding a panel that represents various lifestyles. Then again, it may be easier than you think. It will require some advance work, but it will be worth it.

The lifeline will give students the opportunity to think ahead and plan ahead. Fate cards are developed to illustrate how life-plans can be altered drastically and unexpectedly. Successful people are those who can adjust to difficulties and unexpected events.

THEME: Decision-making

GOAL: To Develop Skill in Use of a Rational Decision-making Process with Responsibility for Consequences of Actions.

OBJECTIVES:
1. Suggest advantages and disadvantages of being single. (76)
2. Suggest advantages and disadvantages of being married. (48)
3. Suggest advantages and disadvantages of having children. (38)

LEARNING ACTIVITIES:

INTRODUCTION: Values voting: ask your students to express their values by *voting* on the following questions. Students who feel positive and agree vote with a thumbs up. A negative vote is cast with a thumbs down. Students who are neutral or undecided may fold their arms across their chest.

How do you feel about:
- --coming to school this morning?
- --getting married while still in high school?
- --getting married as soon as you graduate from high school?
- --living as a single person for all of your life?
- --having children?
- --never having children?
- --the possibility of getting married and living happily ever after?
- --the possibility of getting married but your spouse either dies or divorces you?

GENERALIZATIONS:

Students often have unrealistic expectations about being single, getting married, and being a parent.

Decision-making is influenced by desired lifestyles.

LEARNING ACTIVITIES:

GENERALIZATIONS:

1. Divide the class into small groups. Hand each group a piece of paper with a lifestyle on it. These may include:
    - --always being single--by choice;
    - --being single and having children;
    - --being married without children;
    - --being married with children;
    - --being divorced without children;
    - --being divorced with children;
    - --(others can be added at the teacher's discretion).

    Each group will speculate on the lifestyle assigned them. After a general discussion, have the groups brainstorm and list advantages and disadvantages of each lifestyle. Each group will have reporters share the results of their group's discussion with the class. List comments on the board.

2. After everyone has spoken, add the factor of age to the discussion. Ask the class to review the previous listing of lifestyles and consider age as a factor. Do the advantages still hold? Speculate on different ages: 18? 21?

3. If time and circumstances permit, invite a panel to speak to the class. This panel should represent various lifestyles as listed before. Students will ask both general questions and questions that are related to the advantages and disadvantages of each lifestyle.

LEARNING ACTIVITIES:

GENERALIZATIONS:

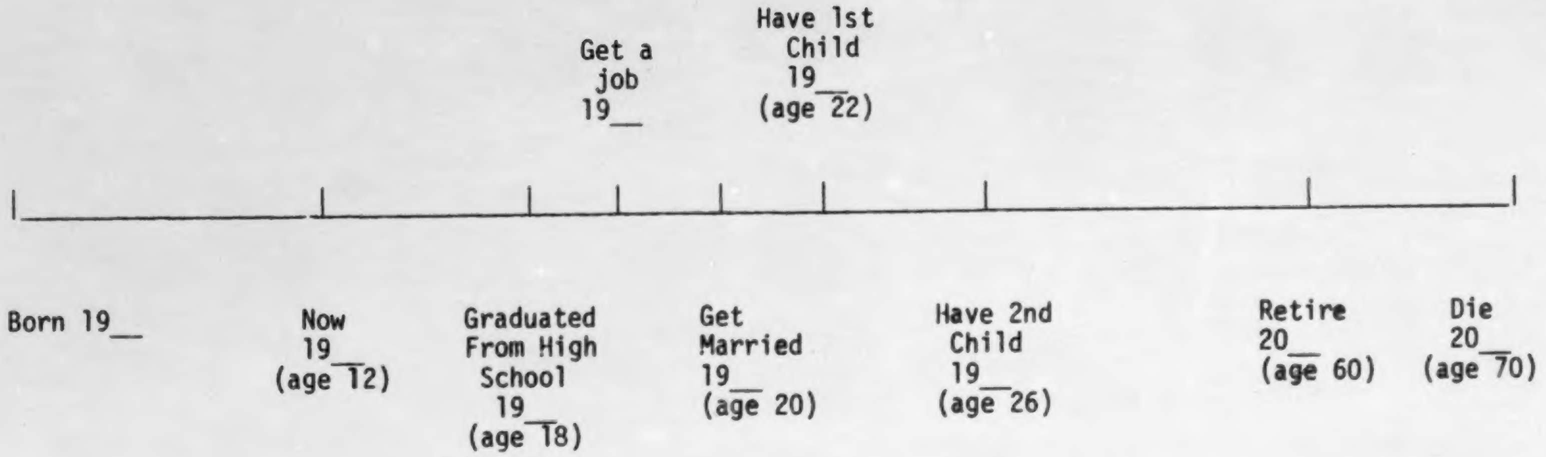
EVALUATION:

Have each student draw a lifeline. (See lesson resources.) Have them add dates important to their future plans. Then hand out fate cards (slips of paper on which you have listed events or circumstances that will alter plans) and ask students to rearrange dates on their lifeline according to the lifestyle they desire.

Examples for fate cards:

- --Divorced at 23
- --Spouse dies at age 47
- --Became parent of unwanted child at age 37
- --Spouse runs away at age 30
- --Children die in auto wreck at age 41
- --Spouse becomes ill and confined to bed for 5 years at age 51.

LIFE LINE



Born 19__
Now 19__ (age 12)
Graduated From High School 19__ (age 18)
Get a job 19__
Get Married 19__ (age 20)
Have 1st Child 19__ (age 22)
Have 2nd Child 19__ (age 26)
Retire 20__ (age 60)
Die 20__ (age 70)

NOTES TO THE TEACHER

This lesson should build on the previous one. Society is changing in many ways. Women no longer enjoy the security they once had (if indeed they ever had security). Today we read that 95% of the women in the U.S. will be alone at some point during their adult life. Those unprepared and untrained will face difficulties in making the transition to single life. Indeed, some women may feel that they *HAVE* to marry/remarry simply in order to survive. Such a factor does not always contribute to a happy marriage.

Examine your own values toward *proper* roles and careers for men and women. Try not to allow your bias to show. Or, simply admit your feelings to the class, but distinguish them as your feelings.

Students with career goals are less likely to become pregnant than students with limited job prospects or a gloomy outlook on their future.

Teens who become prematurely pregnant further diminish their job prospects. What opportunities they do have are extremely limited.

You may want to emphasize that teenage pregnancy may limit career options. Encourage your students to get involved in planning their future.

Again, keep your own values in perspective. Some jobs may not meet the needs and status of others. What is important is that students develop individual goals and a feeling they have control over their life.

THEME: Decision-making

GOAL: To Develop Skill in Use of a Rational Decision-making Process with Responsibility for Consequences of Actions

OBJECTIVES:
1. Investigate an interesting job. (60)
2. Identify personal goals related to marriage and family. (63)

LEARNING ACTIVITIES:

INTRODUCTION: Have a male student read the attached narrative. (See lesson resources.)

1. Lead a class discussion on what he said: how do students feel about a man whose goal is to stay at home, bake bread, and raise children? Speculate on how happy he will be at home all day--raising kids, cleaning, and cooking. What will happen to him when all of his children grow up and leave home? What will he do? How can he avoid feeling empty and useless? Can he get a job at age 45 or 50 without previous work experience? Suppose his wife were to die or to leave him. What would he do? How could he support his children?

2. Now have a female student read the same narrative. Discuss again whether the narrative describes an outlook that is appropriate today. Ask same questions as above. Does approval of a role for one sex but not the other represent a double standard (discussed earlier)? Should both sexes be allowed to make choices, or does the male *HAVE* to work and the female *HAVE* to stay at home? Can people combine job/career and manage a home?

GENERALIZATIONS:

In today's society both men and women are preparing for a dual role of homemaker/wage earner.

Planning career goals involves investigations.

LEARNING ACTIVITIES:

GENERALIZATIONS:

EVALUATION:

Instead of a quickie evaluation, consider an assignment that requires more research and time. Have each student investigate an interesting job and prepare a report for the end of this curriculum. The report can be written or an oral presentation illustrated by a poster or other visual aids. Sharing goals with others can be important.

172

NARRATIVE

I've been trying to figure out what I want to do when I grow up. Now I've decided. I want to be just like my mom. She stays at home and doesn't have a job. Oh, she works all right.

Her job at home is so important to us. She keeps the home clean and our stomachs full. She is always available to take us anywhere we want to go. If we have problems, she will always sit down and listen to us. She keeps the family together. Taking care of the house and family is the most important job I can think of. When I grow up, that's what I want to do.

FAMILY RELATIONSHIPS

NOTES TO THE TEACHER

This theme is designed to help teenagers establish positive relationships with parents as they become more independent. This topic has been mentioned previously in our curriculum. Now it will be developed in more detail.

Be sensitive to the fact that your students are being brought up by parents who have a wide variety of values and parenting practices. Although you cannot change parents, you can teach students to understand their parents' perspectives. You also can teach them techniques and methods to try to resolve problems. Students will learn that their difficulties with parents are not unique. Most young people experience clashes of interest with their parents. It is a normal part of growing up.

THEME: Family Relationship

GOAL: To Integrate Individual and Personal Social Pressures with the Needs of the Family

OBJECTIVE: Compare mature and immature ways of achieving independence from parents. (15)

LEARNING ACTIVITIES:

INTRODUCTION: Teacher will show pictures and photographs of parent(s) with children of different ages. The ages of the *child* should vary from infancy through teen to young adulthood.

1. Divide the class into small groups. Each group will have a picture to focus on. Have groups discuss the probable relationship between parent and child, focusing especially on the degree of independence the child is given.

   Discuss the pictures as a class, based on the chronological order of the child.

2. After this review, focus specifically on the teen years. Have the class brainstorm good and bad ways in which teens can achieve independence from their parents. List these various ideas on the board:
   --be responsible for self
   --get own job
   --join the army, etc.
   --clean own room
   --get married
   --buy own clothes
   --drop out of school
   --show parents you are *growing up*
   --get pregnant
   --do well in school
   --buy own car

GENERALIZATIONS:

The relationship between parents and children is dependent upon many factors; the age of the child is a major factor.

As children grow older, they try to establish their independence from parents.

Sometimes the means used to establish independence are inappropriate.

Girls sometimes become pregnant in order to become independent from their parents.

LEARNING ACTIVITIES:

GENERALIZATIONS:

3. After many ideas have been generated, have the class discuss each way to become independent from parents. Label them *mature* and *immature*. Formulate criteria for deciding what is mature and what is immature.

   Conclude with the idea that establishing independence from parents is a long-term process. It cannot be accomplished in one day or one week. It is a gradual process.

EVALUATION:

Students will pick one *mature* and one *immature* way to achieve independence from parents. They will write a paragraph for each one, discussing why they think the action is mature or immature.

NOTES TO THE TEACHER

This lesson can be very useful for both you and the students. Read books on communication by such people as Carl Rogers, Thomas Gordon, and Virginia Satir. Incorporate their suggestions into your own life and teaching style. Be a model of a good communicator. Be a model in illustrating how conflicts can be resolved.

THEME: Family Relationships

GOAL: To Integrate Individual and Personal Social Pressures with the Needs of the Family

OBJECTIVES:
1. Identify and discuss sources of disagreement between young people and their parents. (56)
2. Suggest guidelines for working out disagreements with parents. (20)
3. Practice ways of working out disagreements with parents. (55)
4. Explain how cooperation among family members helps each individual to achieve personal goals. (80)

LEARNING ACTIVITIES:

INTRODUCTION: Read one or two Teenage Complaints.

> My parents don't understand me. They think the only thing important in life is school. All I'm supposed to do is study, study, study. If I don't make the Honor Roll, I'm punished. They won't let me go out on school nights, even if there is a game. There's more to life than studying.
>
> My parents are so out of touch. All of my friends can stay out until 11:00, some until midnight--if it's a special occasion. My curfew is 10:30. Can you imagine having a date with a girl and having to be in by 10:30. How humiliating! I would rather not date than be embarrassed like that.

1. Have the class brainstorm and list some sources of disagreement between teenagers and their parents: chores, bedtime, friends, money, dating, curfew, clothes, sex.

GENERALIZATIONS:

Conflicts between parents and young people are inevitable.

Different methods of resolving conflicts produce different results.

Teens who feel they are treated fairly by parents feel closer to them and are positive about family life.

Teens who feel they are treated unfairly and not understood by their parents may feel alienation. They may also want revenge.

LEARNING ACTIVITIES:

GENERALIZATIONS:

2. Divide the class into small groups. Assign each group a topic or area of conflict previously listed.

   Have one student from the group who represents the parent empathize: as a parent, I feel ________________. Have another student from the same group who represents the teen empathize: as a teen, I feel ______________. Have representatives from other groups repeat the exercise.

3. Ask students how empathizing helps in understanding other viewpoints.

   Explain: One way to reduce conflict is to try to understand how another person feels. You do not have to agree, but it helps to understand them. Use empathy.

4. Explain: How we say something is as important as what we say. (Shaking your finger at class.) State: You are so rude! You never listen! You don't care about school or learning. Why are you even here?

   Ask students how they feel after these comments.

   Now give the same message in a different way: (Speak in a mild voice.) I'm finding it very difficult to teach this lesson. The activities I've prepared are not meeting your needs. Can you make some suggestions for changes we need to make?

   Ask students how they feel now.

   Ask students to identify differences in the two messages. Allow wait time.

LEARNING ACTIVITIES: GENERALIZATIONS:

Answer: One involves giving *I* messages, the other is giving *you* messages. One allows the listener or receiver to understand and empathize better; the other puts the listener on the defensive.

5. Have students role-play situations listed earlier, in which some play the parent and others the teens. Practice using empathy and *I* messages.

6. Ask students to select a family from movies, books, or television programs and describe how cooperation among family members helped individuals achieve personal goals.

EVALUATION:

Students will select an area of disagreement and try out methods for resolution with their parents. (Start with small conflict.) This assignment will be carried out at home for a week.

THEME: Family Relationships

GOAL: To Integrate Individual and Personal Social Pressures with the Needs of the Family

OBJECTIVES:
1. Discuss the responsibilities of being the parent of a teenager. (16)
2. Summarize the responsibilities of being the parent of an infant or toddler. (72)

LEARNING ACTIVITIES:

INTRODUCTION: Read The Story of a Pregnant Teen. (See lesson resources.)

1. Class will discuss the following:
    - --What things happened to the teenage girl?
    - --Did getting pregnant affect her family? In what ways?
    - --How will their family life be different?
    - --What are the responsibilities of parents of teenagers?
    - --What adjustments will the teen mother have to make?
    - --In what ways are taking care of a baby fun? Not so much fun?
    - --List ways the teen mother's life will be different.
    - --What happened to her boyfriend?

GENERALIZATIONS:

Adolescent pregnancy affects both adolescents and their parents.

Teenagers often do not recognize the responsibilities involved in caring for an infant or toddler.

EVALUATION:

Write a conclusion to the narrative.

THE STORY OF A PREGNANT TEEN

When I found out I was 16½ and pregnant, I was shocked. Roger and I had only had sex twice. Yet I was pregnant: What could I do?

After 4 months of worrying, I told Roger. His reaction shocked and angered me. He blamed me! He said I was trying to ruin his life! Ha! He is the one who insisted we have sex. He pushed and pushed until I gave in. We did it twice, and then I said, "No more"! Roger and I broke up. Now he's really mad at me because I'm pregnant. He won't even speak to me anymore.

Telling my parents was the hardest thing I've ever had to do. Dad hit the ceiling and yelled. Mother just cried, and cried, and cried. I'd really like to have an abortion and continue with my life. Mother said I'd be a murderer if I did.

Having a child and being a mother at age 16 really scares me. I don't want a child right now. Roger has changed his mind and says he'll marry me. I don't know if that's the right thing to do either. He's doing it from obligation, not love.

I've hurt my parents. I've hurt Roger. I've hurt myself. And I've hurt my unborn baby. What kind of life will it have, being born to a 16-year-old? How will I support myself and the baby? Oh, how did I ever get into this mess?

INTERPERSONAL RELATIONSHIPS

NOTES TO THE TEACHER

This theme deals with interpersonal relations. It will incorporate previous knowledge and add additional information and skills. As you plan the unit, examine your own interpersonal relations. Use this opportunity to improve your understanding of yourself and your dealings with family, colleagues, students. Practice new ways of relating to others. Share your experiences with your students. Set an example as a positive model.

THEME: Interpersonal Relations

GOAL: To Acquire the Skills Requisite for Social Life and Effective Communication among Friends and Peers

OBJECTIVE: Describe characteristics of meaningful friendships among members of the same sex and the other sex. (50)

LEARNING ACTIVITIES:

INTRODUCTION: Have students list on a sheet of paper five qualities they think are important in a friend of the same sex. Then have them list five qualities they think are important in a friend of the other sex.

1. Focus on same-sex friends first. List on the board the words the students wrote. Summarize the overall qualities.

2. State: The best way to have a friend is to be one. Have students think about (perhaps discuss or write) the friendship qualities they think they possess. Which ones do they lack? Encourage introspection. Do they feel they could develop the qualities necessary to be a good friend?

3. Shift to friends of the other sex. Repeat the above procedure, encouraging introspection or self-examination. Are desired qualities the same or different in same-sex and cross-sex friendships?

   Ask if it is important to have friends of both sexes. Also ask if it is possible. Can a person of another sex be a friend without dating or romance? Why or why not?

GENERALIZATIONS:

Often similar traits are preferred for friends of both the same and other sex.

Having friends and being a friend to others is an important developmental task.

LEARNING ACTIVITIES:

GENERALIZATIONS:

EVALUATION:

Have students write a long paragraph (or a page) on characteristics that would enable them to be a good friend.

Also have them write a paragraph on a quality they do not have but would like to have. Do they think it is possible to develop this quality? (Teacher may wish to work individually with students in order to help them develop this quality over a period of time.)

NOTES TO THE TEACHER

Students in the middle school are just beginning to think about dating and marital relationships. They have not really considered many important factors. They may base relationships with the other sex on their parents' relationship and relationships observed in the media. These observations may or may not provide positive models.

One adolescent developmental task is to get along well with peers of the same and the other sex. Talking to someone of the other sex can be difficult at first. Open discussion of such subjects as sex is very difficult.

Sexual decisions usually are not discussed by dating partners on a rational give-and-take basis. More often, one partner (usually the one least committed to the relationship) exerts more influence than the other.

No one formula will work for every marital relationship. Couples today are making up their own rules and guidelines to fulfill their wishes and personality. As long as both partners share mutual goals and interests, the marriage works. Problems arise when one partner wants one type of relationship and the other partner wants another type.

THEME: Interpersonal Relationships

GOAL: To Acquire the Skills Requisite for Social Life and Effective Communication among Friends and Peers

OBJECTIVES:
1. Describe the following kinds of love: love of God, brotherly love, love between a man and a woman, and love between parents and child. (33)
2. Describe ways in which people can show their love for one another. (21)

LEARNING ACTIVITIES:	GENERALIZATIONS:
INTRODUCTION: Write the word *love* on the board.	Love is a difficult term to define.
1. In small groups, students will try to define love and types or examples of love.	There are many types of love.
2. In large group discussion, summarize small groups' findings. List types of love and describe them.	Individuals choose different ways of showing their love according to several factors: types of love, their relationship, their age, their values.
3. Next, as a large group, ask the class to describe ways that people can express their love (using the types of love as a base point).	Today's culture equates intercourse with being in love. This leads young people to believe if they are in *love* they should *make love*.
4. Focusing on man-woman love, write the following term on the board: *making love*. Ask students to define its meaning. Get them to question if *making love* is interchangeable with *love*. --Does *making love* always involve *love*? --Must *love* always result in intercourse? --When is *making love* appropriate? --Does *making love* prove you're in *love*?	

LEARNING ACTIVITIES:

GENERALIZATIONS:

5. Have the class listen to popular records or recall certain songs. Note how pop music portrays *love* and *making love*. Are they always connected?

6. Someone has said there are three types of love:
   --I love you if . . .
   --I love you because . . .
   --I love you (period).

   How do the three types differ?

   The first is conditional. I love you if--i.e., if you'll bring me flowers, if you'll meet all my expectations, if you meet all my demands, including sex. Is this real love? What happens if one partner doesn't meet one demand? Is there no more love? Does the couple break up?

   The second is also conditional. I love you because--i.e., because you are beautiful, because you are a star on the team, because you are a good dancer, and so on. Again, is this real love? What happens if things change--i.e., the woman becomes wrinkled in her old age or is in a car accident that scars her face; or a player suddenly sits on the bench and is no longer the star?

   The third is unconditional. It will withstand the test of time. It is non-manipulative. It does not exploit. It is the love that keeps a marriage going throughout the years. It allows the partner to feel secure but also to change, grow, and develop.

LEARNING ACTIVITIES: GENERALIZATIONS:

EVALUATION:

In small groups, have a boy and girl role-play or act out a situation in which one says to the other: "If you love me, you'd do *it*." If role-playing is not possible, have the groups discuss the problem situation: whether love is involved (and what type?) and ways the boy or girl could handle the situation without being manipulative. Practice saying "No."

THEME: Interpersonal Relations

GOAL: To Acquire the Skills Requisite for Social Life and Effective Communication among Friends and Peers

OBJECTIVES:
1. Describe characteristics of meaningful dating relationships. (25)
2. Explain how decisions are made in dating relationships. (44)
3. Describe the characteristics of meaningful marriage relationships. (52)

LEARNING ACTIVITIES:

INTRODUCTION: Have students pick out a TV program and focus on either a dating couple or a married couple. Have them analyze the relationships as follows:

--Name 3 positive qualities about each partner.
--How do they treat each other?
--What are their problems?
--How do they solve problems?
--Is there a *boss*? If so, who?
--How are decisions made?
--Are they happy?

1. Discuss student answers to the questions above. Do not discuss responses in terms of *good* or *bad*. List on the board their findings for each area.

2. Shift from couples as portrayed on television to an idealistic relationship. Have the class describe a meaningful, ideal, dating relationship. How should decisions in general be made? How should sexual decisions be made?

3. Repeat the process for married couples. What characteristics make a marriage relationship meaningful? How are decisions made? Is there a boss? And so on.

GENERALIZATIONS:

Characteristics of meaningful relationships differ among persons.

Different couples have characteristic styles of decision-making.

Problems occur when the male wants one type of relationship and the female wants something different.

LEARNING ACTIVITIES:

GENERALIZATIONS:

4. Summarize by saying that ideals may vary according to the person and his/her values. In today's society, one woman may want a man *to take care of her*, while another woman may want a man who will encourage her to be independent. The same is true of men.

EVALUATION:

Have students write short paragraphs on "What my Dating Relationship Should be Like" and/or "How I Want my Marriage To Be." Share with the class.

NOTES TO THE TEACHER

The secret to a good lesson here is to pick out two students and plan a role-playing conflict situation. Both students should be extroverts.

You can announce the exercise ahead of time, or, as a surprise, let the conflict begin unannounced and, thus, perhaps get the class more involved.

THEME: Interpersonal Relationships

GOAL: To Acquire the Skills Requisite for Social Life and Effective Communication among Friends and Peers

OBJECTIVES:
1. Establish and use guidelines for communicating well with friends. (13)
2. Use words and body language to express thoughts and feelings. (12)
3. Describe ways in which communication between two people can become blocked. (39)
4. Practice ways of working out disagreements between friends. (29)

LEARNING ACTIVITIES:

INTRODUCTION: Have two students role-play an argument. This can be done without announcing to the class that they are *play-acting*. The argument should end unresolved.

1. Ask the class to empathize with each person.

   How did each actor use body language to express his/her feelings?

   In what ways was communication blocked?

   Ask the class to evaluate the interaction, according to the COMMUNICATION GUIDELINES (See lesson resources).

2. Have the two students reenact the role-playing, this time using guidelines to resolve the conflict.

   Discuss this situation with the class. Have students empathize again with each person.

GENERALIZATIONS:

Getting along with age mates is a major developmental task.

Using interpersonal skills can help one get along better with others.

Interpersonal skills involve saying and not saying certain things as well as doing and not doing certain things.

LEARNING ACTIVITIES:

3. Divide the class into small groups and have each group role-play conflicts in which they use guidelines to resolve the situation. You may assign situations (which movie will we see; will you do my homework for me; why didn't you call me; why didn't you invite me, too,) or have groups make up their own conflicts.

GENERALIZATIONS:

EVALUATION:

Have your students use the communications guidelines during the next week.

COMMUNICATION GUIDELINES

1. Check out the situation.

   Often misunderstandings arise because of what you *thought* you heard. Go to the person involved and seek clarification. Ask why?

2. Be as calm as possible.

   Your tone in speaking communicates more than words do.

3. Allow for a cooling-off period.

   When you are angry, you are more likely to act without reason.

4. Use physical activities and inanimate objects--hitting a punching bag or stuffed animal, running, swimming--to release tension.

5. Don't call names.

6. Use *I* words rather than *you* words.

7. Don't make accusations (these are *you* words).

8. Ask an uninvolved person to help you think through the situation.

9. Attack the problem, not the person.

10. Do something nice for the person or persons involved.

THEME: Interpersonal Relationships

GOAL: To Acquire the Skills Requisite for Social Life and Effective Communication among Friends and Peers

OBJECTIVES:
1. Identify basic emotions in people. (7)
2. Suggest ways in which people are accepted into groups. (62)
3. Practice ways of dealing with anger. (75)
4. Explain how emotions can affect actions. (53)
5. Explain how emotions affect the decision to use birth control. (74)

LEARNING ACTIVITIES:

INTRODUCTION: The teacher will have names of various types of emotions written on index cards. Hand out an index card with an emotion written on it to selected students. Emotions might be love, hate, joy or happiness, sadness, rejection, sexual desire, anger, sense of belonging, etc.

After preparing the class, ask students to try to act out an emotion for the class. The method can be charades (no speaking required) or can involve words and other students. As the class guesses correctly, the teacher will write the emotions on the board.

1. Lead a general discussion of basic emotions, focusing in particular on the need to belong and on anger.

2. State, "The desire to belong is said to be one of our most basic needs. Everyone wants to be included--a part of the group." After this brief introduction, have the class identify groups or cliques in their school and respond to the Group Think Sheet. (See lesson resources.)

GENERALIZATIONS:

All people have emotions. How one acts on one's emotions may be positive or negative.

Emotions combined with reason are likely to result in more positive outcomes.

Understanding anger and learning to deal with anger is an important developmental task.

Teens often use their peer group as a base point to determine behavior.

Doing what the peer group expects may clash with other values and cause problems.

LEARNING ACTIVITIES: GENERALIZATIONS:

In summary, the teacher should stress that it's OK not to belong. In fact, sometimes it is best not to. Individuals often lose their individuality and adopt a group identity. Point out that many famous people were famous because they did not follow the crowd. They went their own way, made great discoveries, were great leaders, etc.

3. Shift to anger as a basic emotion. Ask students to respond to *How Do You Show* (see lesson resources.) Then help students to discover their characteristic patterns of anger:
    - --What triggers anger?
    - --How do they generally respond? (fight physically, fight verbally, withdraw, become depressed, seek revenge, etc.)
    - --What is the usual outcome?
    - --How do they generally feel afterwards?

   Summarize by saying that we each have a characteristic pattern of reacting to anger. Understanding our pattern will help us understand ourselves and learn to act in ways that make us happier.

4. Have the class brainstorm for ways to handle anger.

5. Then, give each group a situation (parents unjustly punish you, your sweetie breaks a date, etc.) and have them discuss ways to deal with anger.

6. Analyze *How Do You Show*. Give examples of how emotions can affect actions and explain.

LEARNING ACTIVITIES:

GENERALIZATIONS:

7. Use same index cards to discuss how each emotion may affect sexual decisions. Then discuss how each emotion affects the decision to use birth control.

EVALUATION:

Have students complete these sentences as a summary evaluation:
I learned that ______________.
I discovered that ____________.
I was surprised that _________.

GROUP THINK SHEET

Select a group (clique) in school that you know about and answer these questions:

1. If you could use only one word to describe the group, what word would you use?

2. What must people do to belong to the group?

3. Does the group permit its members to be individuals?

4. What are the advantages of belonging?

   Disadvantages?

5. Would others like to belong to the group? Why or why not?

6. How do others feel who don't belong to the group?

7. a. Is this group good for its members?

      Explain.

   b. Is this group good for the school?

   c. Is this group good for society?

      Explain.

HOW DO YOU SHOW

(This paper is for your use only)

List examples of times when you became angry. Describe briefly what happened.	In what ways was another person or persons responsible?	In what way were you responsible?	Outcome
1.			
2.			
3.			
4.			

ROLE DEVELOPMENT

THEME: Role Development

GOAL: To Acquire an Understanding of the Wide Range of Role Behaviors and their Possible Consequences

OBJECTIVE: Discuss ways in which girls try to attract boys. (18)

LEARNING ACTIVITIES:

INTRODUCTION: Teacher will write on the board: *How to Get a Boyfriend.*

1. Divide the class into small groups by sex. Have the girls discuss and list what girls do to attract boys. Have the boys discuss and list what girls do to attract boys.
2. Lead discussion, commencing with the girls. Write and list comments on the board. Next ask the boys for their views. List their reasons. Discuss both viewpoints. What are the advantages and disadvantages to each viewpoint? What are their possible consequences?
3. To summarize, write on the board: In general, guys are more attracted to girls who . . . .. Why?

GENERALIZATIONS:

Adolescent girls tend to base their self-esteem on their popularity.

Role models of young girls are often glamorous, seductive movie stars.

Some behaviors may lead to expectations that the girl is unable to handle

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EVALUATION:

Not necessary.

THEME: Role Development

GOALS: To Acquire an Understanding of the Wide Range of Role Behaviors and their Possible Consequences.

OBJECTIVES:
1. Suggest ways of asking for a date. (6)
2. Illustrate appropriate ways of declining a date. (49)

LEARNING ACTIVITIES:

INTRODUCTION: Have a male student read the following script:

> Male: Asking a girl out on a date is the hardest thing to do in the world. I could never do that. Never! Suppose she says, "No." Everybody at school will know she rejected me. I just couldn't take the risk.

1. Divide students into small groups. Have them list appropriate ways of asking for a date.

2. The teacher will list methods on the board. Discuss the methods listed, erasing those the class does not approve.

3. Switch back into small groups, this time focusing on ways to decline a date. After a few minutes, list methods on the board. Erase those the class does not approve.

GENERALIZATIONS:

Boys and girls have difficulty at first communicating with the other sex.

With practice, communication becomes easier.

EVALUATION:

In small groups, each student will role-play twice with another student. He/she will ask for a date. In one instance, he/she will be accepted; in the other, the date will be declined.

THEME: Role Development

GOAL: To Acquire an Understanding of the Wide Range of Role Behaviors and their Possible Consequences

OBJECTIVES:
1. Explain how the messages received from parents, clergy, and friends both encourage and discourage sexual activity. (19)
2. Explain how the messages received from books, television, and movies both encourage and discourage sexual activity. (41)

LEARNING ACTIVITIES:	GENERALIZATIONS:
1. Have a girl come to the front of the room and sit on a stool or teacher's desk. The girl should be wearing pants rather than a skirt/dress. She is to represent a typical teen. (Let students wear signs to identify the group that they represent.) Have a student come up and grab one arm and gently pull. (This student will represent parents.) Ask the class: What messages does she receive about sexual activity from parents? Students will reply. Have another student come forward, take the other arm, and gently pull. (This student represents society.) Ask the class: What messages does she receive from books, movies, television, and society about her sexual activity? Repeat the process, as another student pulls on a leg and represents the church. Another student tugs at the opposite leg, representing the peer group. Finally, the boy friend grabs her head (from behind) and tugs.	Students receive conflicting messages regarding sexual activity.

LEARNING ACTIVITIES:

This exercise illustrates the opposing forces that pull a young woman apart today. If she pleases one group, she displeases another. She is literally pulled in different directions.

2. Next have a male student come forward. Repeat the process, illustrating pressures on him. Is he being pulled apart? Or is he being pushed toward sexual activity by a society, church, and parents who uphold a double standard?
3. Have boys empathize with the girl. Have girls empathize with the boy.

GENERALIZATIONS:

Boys often receive different messages than girls.

EVALUATION:

Each student will draw a stick figure of himself. As in the model just discussed, the student should write down conflicting messages about sexuality that he/she is receiving.

NOTES TO THE TEACHER

Ira Reis has studied premarital sexual behavior and attitudes and has classified attitudes according to the following continuum:[1]

1. Abstinence--premarital intercourse is wrong for both the male and female, regardless of circumstances.
2. Permissiveness with affection--premarital intercourse is right for both men and women under certain conditions when a stable, long-term relationship is built on love or strong affection.
3. Permissiveness without affection--premarital intercourse is right for both men and women regardless of the amount of affection or stability present, providing there is physical attraction.
4. Double standard--premarital intercourse is acceptable for men, but is wrong and unacceptable for women.

Surveys show teens tend to favor #2, (permissiveness with affection). This attitude may be shared by many of your students.

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[1] From Reiss, Ira L., The double standard in premarital sexual intercourse: A neglected concept, Social Forces, March 1956, pp. 224-230.

THEME: Role Development

GOAL: To Acquire an Understanding of the Wide Range of Role Behaviors and their Possible Consequences

OBJECTIVE: Explain the difference between love and affection. (64)

LEARNING ACTIVITIES:

1. Divide the class into small groups. Have each group attempt to define love and affection and explain the difference.
2. Ask one student from each group to look up definitions in the dictionary. Have each student work within his/her group to revise the definitions.
3. Use checklist for love and affection as a group or individually.

GENERALIZATIONS:

One definition for affection is "a tender attachment."

Though dictionary definitions of love do not differ significantly from definitions of affection, we assume that love involves a greater commitment.

AFFECTION OR LOVE?

Can you check the most appropriate feeling according to your own values?

Between:	Affection?	or	Love?
parent-parent	_____		_____
parent-child	_____		_____
brother-sister	_____		_____
brother-brother	_____		_____
sister-sister	_____		_____
friend-friend	_____		_____
girl-date	_____		_____
boy-date	_____		_____
steady dates	_____		_____
fiance-fiancee	_____		_____
husband-wife	_____		_____

Write a summary paragraph about *your* feelings.

THEME: Role Development

GOAL: To Acquire an Understanding of the Wide Range of Role Behaviors and their Possible Consequences

OBJECTIVE: Define the term "role." (14)

LEARNING ACTIVITIES:

INTRODUCTION: Give a dictionary to several students and ask each to look up the word, *role*. Discuss findings.

1. Circular response-The group sits in a circle. Each person contributes to the discussion in turn. Using open-ended situations such as the following, ask: what is the expected social behavior for each person?

   Debbie and Johnny went to her brother's high school graduation with their two-year-old daughter Tanya. Right in the middle of the ceremony, Tanya started to cry out loud.

   Debbie loves to go to ball games; so does Johnny. Debbie works hard all day taking care of Tanya. Johnny works hard all day at his job at Super-X. This Friday night, they have tickets for the game but can't find a baby-sitter.

   Debbie says that Johnny never helps with the dishes. Johnny complains that Debbie hardly ever has supper ready when he gets home. Debbie likes for Johnny to cook on the grill or to go out to eat.

GENERALIZATIONS:

A *role* is the pattern of behaviors, responsibilities, and functions expected of a person who holds a position.

LEARNING ACTIVITIES: **GENERALIZATIONS:**

EVALUATION:

Summarize by asking: How do we acquire our role expectations?

THEME: Role Development

GOAL: To Acquire an Understanding of the Wide Range of Role Behaviors and their Possible Consequences

OBJECTIVES:
1. Compare the roles of mothers and fathers and explain how these are acquired. (35)
2. Compare the roles of husbands and wives and explain how these are acquired. (84)

LEARNING ACTIVITIES:

INTRODUCTION: Write on the board the following words:

Husband	Wife
Father	Mother

1. Divide the class into small groups. Ask students to write down words and phrases associated with each role on the board.
2. As a large group, discuss each role. List words and qualities for each role. Arrive at an overall description for each role.
3. Ask: How are these roles acquired? What do you think is the *best* way to acquire these roles?

GENERALIZATIONS:

The way one perceives the world influences one's behaviors, goals, and accomplishments.

Our perceptions are shaped by our experiences.

Individuals do not fulfill all roles to the same extent or in the same way all the time.

EVALUATION:

Ask parents these questions.

NOTES TO THE TEACHER

This lesson involves asking students to interview adults. They may be given the assignment several days prior to the lesson or as part of the assignment from the previous day. Questions could be distributed on a printed sheet as an interview schedule.

One goal of our guide is to help enhance relationships of young people and their parents, as well as with other adults. We believe that an exchange of views on important matters will enhance such relationships.

This lesson may take more than one day.

THEME: Role Development

GOAL: To Acquire an Understanding of the Wide Range of Role Behaviors and their Possible Consequences

OBJECTIVES:

1. Describe ways in which roles of husband, father, and career person sometimes conflict with and complement each other. (69)
2. Describe ways in which roles of wife, mother, and career person sometimes conflict with and complement each other. (24)

LEARNING ACTIVITIES:

INTRODUCTION: Review interview schedule.

1. Practice interviewing.

2. Divide students into small groups according to the sex they interviewed. Students who interviewed both males and females may be assigned to a group by the teacher or may be given a choice of groups.

3. Discuss findings of the groups. Focus on males and females, but discuss each sex separetely.

   Ask for conclusions or a summary. What problems were common amoung males? Among females?

4. Follow-up by asking students how they would react if they were married and had a child. What problems would they face because of their age?

GENERALIZATIONS:

Young teens often have romantic or unrealistic ideas associated with being married, being parents, and working.

Teens who realize the demands of such roles may postpone undertaking them.

EVALUATION:

None necessary.

INTERVIEW SCHEDULE

Directions: Ask an adult about the following questions (summarize what you think are the most important responses):

1. Describe ways in which roles of husband, father, and wage earner sometimes conflict.

2. Describe ways in which roles of husband, father. and wage earner sometimes complement each other.

3. Describe ways in which roles of wife, mother, and wage earner sometimes conflict.

4. Describe ways in which roles of wife, mother, and wage earner sometimes complement each other.

NOTES TO THE TEACHER

Our curriculum focuses on education for sexuality in general but is aimed at pregnancy prevention in particular. Our literature search revealed that teens who become pregnant have a bleak outlook for the future. Perhaps parenthood is the only future some youth see for themselves.

By focusing on jobs and career choices, you will stimulate students to look ahead and make plans. Have them explore different options. It is important that students complete this unit with some feeling of optimism for their future.

Remember, opportunities vary for different individuals. Don't let the class downgrade someone who chooses a low prestige job. Perhaps just having a job will be an accomplishment for some students. Be as encouraging as you can.

Conclude the unit with an exhibit that summarizes the lesson series. Do your best to build it up as a highlight for the students.

THEME: Role Development

GOAL: To Acquire an Understanding of the Wide Range of Role Behaviors and their Possible Consequences

OBJECTIVES:
1. Assess advantages and disadvantages of an interesting job. (32)
2. Identify qualities of people who succeed in an interesting job. (8)

LEARNING ACTIVITIES:

1. Have class bring in project/paper assigned earlier. (Decision-making, Objective #60.) Help your class set up an exhibit summarizing the lesson series for other students, teachers, and perhaps parents.

GENERALIZATIONS:

All jobs have advantages and disadvantages.

Knowledge of job features helps teens plan toward the future.

People who have particular qualities are more likely to succeed in certain jobs.

EVALUATION:

Have students tell their classmates what they think they would like to do when they complete their education, and why they think they have the qualities to succeed in that job.

EVALUATION

As stated in the rationale, the purpose of the curriculum is to develop student ability to make responsible life decisions. Evaluation, therefore, will focus on giving students feedback on their progress toward making responsible decisions and ultimately assessing their decision-making ability.

The curriculum is based on a critical four-step process described by Schinke, Gilchrist and Small (1979) for pregnancy prevention programs. The four-step process states that:

1. Adolescents need access to relevant information.
2. Adolescents must perceive, comprehend, and store the information accurately.
3. Adolescents must personalize and use the information in making personal decisions.
4. Adolescents need behavioral skills to implement these decisions in social situations.

In dealing with real life decisions, the student must learn to deal with a variety of emotions, interests, attitudes, values and goals. In Bloom's (1956) taxonomy of educational objectives changes in attitudes, interests and values are classified as the affective domain. Ahmann and Glock (1975) state that changes in attitudes, interests and values pertain to a pupil's tendency to react in a particular manner to certain ideas, objects, people and/or events. The affective domain might be called the domain of personal-social adjustment because it deals with changes in some entity (p. 38). Internalization is the underlying process for developing affective learning. This process is defined as "incorporating something within the mind and body; adopting as one's own the ideas, practices, standards, or values of another person or of society (English and English, 1958, p. 272).

The curriculum encourages internalization. It offers opportunities for students to develop and test behavioral skills. The definition of internalization points to the importance of a broad perspective in teaching family life education so that students receive sufficient information and opportunities to make realistic decisions. The middle school philosophy supports the exploration of ideas and behaviors within an educational environment.

Appropriate evaluation promotes student growth and understanding. Students need feedback in order to grow and learn. It is very important to write comments, suggestions and/or support statements on student papers. Stress learning and exploring of new ideas--rather than grades.

Evaluation in the affective domain is difficult and therefore, often ignored. In trying to measure growth in the affective domain the teacher works with intangible characteristics such as changes in attitudes or values. The teacher must decide on specific characteristics, situations and/or behaviors that indicate a positive change. Many teachers feel uncomfortable with affective evaluation because it is not as precise as tests given on factual information (cognitive domain). Evaluation includes many types of activities. The teacher must consider relevant criteria and grade consistently regardless of the activity. The evaluation checklist provided on p. 213 offers guidelines for grading evaluative activities. We suggest making multiple copies of the checklist for use in giving students feedback.

Remember--for family life education to be successful, teachers must establish good rapport with students. Students must feel free to explore ideas and feelings without censure. Evaluation can be a deterrent to class participation if students feel grades are affected when they deviate from the teacher's view point. Class participation and the exploration of feelings and ideas are vital to family life education, thus it is necessary to be selective in the types of evaluation used and the methods used for assigning grades. Stress that grades will not be affected by the appropriate free expression of feelings and/or ideas related to class discussion.

At least one evaluation activity is included in each lesson plan throughout the curriculum. The following pages contain additional evaluation activities for each of the six themes.

Evaluation Checklist

_____ Uses knowledge gained in class

_____ Shows an understanding of subject matter

_____ Exhibits responsible attitude

_____ Demonstrates preparation and thought for class

_____ Relates learning to self and others

_____ Recognizes and exhibits self knowledge

_____ Recognizes the importance of and works for self growth and understanding

_____ Shows an awareness of and an appreciation for the worth of others

_____ Shows an awareness of and respect for the rights of others

_____ Relates knowledge to other subject areas and/or topics

Comments:

Changing Bodies and Medical Concerns:

1. Ask students to respond to essay questions. This activity would be appropriate throughout this theme. Possible topics for discussion:
    a. Signs of pregnancy in the female
    b. Describe ways in which sexual feeling may be expressed
    c. Advantages and disadvantages of methods of birth control
    d. Effects of failing to have venereal disease treated

2. Have students develop a chart listing the various body changes that occur in males and females from infancy to age 21. This assignment could be done individually or in groups.

3. Have students divide into teams. They will play "Hang Man" to reinforce learning of appropriate terminology.

4. Have each student state a misconception/myth that they previously believed. Ask them in a brief paragraph to discuss why it is incorrect.

Values Clarification:

1. Have students select one characteristic that they value in a friend and create a collage (of pictures, poems, sayings, cartoons, objects) to illustrate the importance of that characteristic. Characteristics that might be used are: caring, honesty, beauty, athletic ability or sense of humor.

2. Have students divide into groups. Each group will develop a skit to illustrate an example of double standards in male-female relationships. Orally or in writing, the students will then offer suggestions on how to change the situation.

3. Have students list five problems they had in caring for their egg baby and how they tried to solve and/or did solve the problems. If they failed to solve a problem have them suggest where/or to whom they might have gone for help. If you did not use egg babies students could use babysitting experience.

4. Have each student develop a resource file of ten organizations and/or people to whom the student could go for help or advice. File should include name, address, phone number, and type of help available.

Decision-making:

1. Have students list ten of their favorite people and/or possessions. Then tell them they can keep only five of these so they should cross out five. Now a catastrophe happens and they are left with only one. Place a star by the one they choose and write why they made this choice. Share choices. Discuss how values affected the final decision.

2. Have students interview a male friend, a female friend and an adult about sexual responsibility. Ask these questions:
    a. What is sexual responsibility?
    b. Who should make sexual decisions?
    c. What are the girl's responsibilities?
    d. What are the boy's responsibilities?

3. Have students develop a resource file of possible careers. Each student will contribute by researching two careers. Students will need to learn qualifications, skills required, salary, promotion opportunities, and related careers. In class, discuss the careers. Place a file card into file on each career.

4. Orally or in writing have students review steps in decision-making process. Give students the choice of topics: whether
    a. To engage in premarital sex
    b. To use birth control methods/contraception
    c. To have the baby
    d. To keep the baby or place it up for adoption

    After selecting a topic, have students write out their decision-making process step by step and justify their final decision.

5. Discuss the difference between responsible decision-making and romantic notions or myths. Have each student list five reasons why it is important to make responsible decisions.

Family Relationships:

1. Have students select one area of conflict that they have with their parents, a teacher, or friends. Develop a plan of mature action to resolve the conflict or at least to improve the situation. Have students follow their plan and evaluate their success in implementing the plan.

2. Have students list five responsibilities that teenagers have to their family; list five responsibilities that parents have to their teenagers; and then orally or in writing, discuss how parents and teenagers can help each other meet their responsibilities.

Interpersonal Relationships:

1. Have each student decide on one characteristic about themselves that needs to be changed or improved. Create a plan for change. (This could be part of a long term project.)

2. Using the three types of love:
    a. I love you if . . .
    b. I love you because . . .
    c. I love you . . .

   Have each student discuss what each of these types of love means to them, which they prefer to have, and why.

3. Pass out cards with an emotion written on them. Have students using body language only get other students to identify the emotion.

4. Draw a model (sketch) of how people communicate and include at least two obstacles that could block communication.

5. Make a chart of people's basic emotions and mature ways of handling each emotion.

Emotion	Mature Ways of Handling Emotions

Role Development:

1. Have each student write an appropriate statement for accepting a date and declining a date.

2. Have each student develop a description of the ideal woman and/or man. Orally or in writing have students discuss whether they feel anyone can become the ideal or if it would really be desirable to be the ideal.

GLOSSARY

abortion (a-BOR-shun)--expulsion of an embryo or fetus from the uterus before it is able to survive on its own. Abortions can be spontaneous (the body does it by itself because it detects some problem) or induced.

abstinence (AB-stuh-nence)--to avoid sexual intercourse.

adolescence (ad-o-LESS-ence)--the stage of life between childhood and adulthood.

anus (AY-nus)--the opening of the rectum.

bladder (BLAD-der)--the sac where urine is stored.

cervix (SIR-vicks)--the neck of the uterus or womb that opens into the vagina.

clitoris (KLIT-o-ris)--a small, highly sensitive nipple of flesh in the female, located just above the urethral opening.

coitus (COY-it-us)--sexual intercourse; the inserting of the penis into the vagina.

coitus interruptus (COY-it-us in-ter-RUPT-us)--a form of birth control in which the penis is withdrawn from the vagina before ejaculation.

condom (CON-dum)--a sheath made of rubber or animal membrane that fits over an erect penis to prevent conception and/or veneral disease.

diaphragm (DYE-a-fram)--a dome-shaped rubber contraceptive device inserted over the woman's cervix that prevents sperm from entering the uterus.

double standard--a way of thinking that males and females should live by different rules and customs.

ejaculation (e-JAK-you-la-shun)--the discharge of semen from the penis.

endocrine glands (IN-doe-cran)--glands that secrete hormones into the bloodstream.

erection (e-REK-shun)--blood filling the penis to make it stiff, larger, and stick out from the body. It is a sign of sexual excitement. Note: The clitoris also becomes erect during excitement.

fallopian tube (fa-LOW-pee-an)-small passageways in which the egg travels from the ovary to the uterus.

fertilization--conception. The male sperm joining with the female ovum.

glans--the "head" of the male penis.

gonorrhea (gon-o-REE-ah)--a form of veneral disease or sexually transmitted disease (STD).

gynecologist (GUY-no-KOL-o-gist)--a doctor who specializes in the female reproductive system.

Herpes Simplex (HUR-peez)--a form of veneral disease or STD.

hormones--chemical substances produced in the body that activate puberty and body development.

hymen (HI-men)--a membrane that partially covers the opening to the vagina in some young women.

intercourse--sexual union in which the penis is inserted into the vagina.

I.U.D. (intra uterine device) (IN-truh-YOU-tur-in)--a small device, usually made of plastic, that is inserted into the uterus to prevent pregnancy.

kiss--a caress with the lips.

LMP (last menstrual period)--the unit of measurement in determining length of pregnancy.

masturbation (MAS-tur-BAY-shun)--self-manipulation of the sex organs with the goal of pleasure.

menstruation (MEN-stroo-AY-shun)--the monthly discharge of blood and mucus from the uterine wall that lasts from four to seven days.

nocturnal emissions--ejaculation during sleep.

orgasm (OR-gaz-um)--the peak of sexual excitement marked by muscle contractions.

ovary (O-var-ree)--the female sex gland where eggs, or ovum, are stored.

ovum (OH-vum)--the female sex cell.

ovulation (AH-view-LAY-shun)--the time of the month when the ovary releases one egg, or ovum.

penis (PEE-nis)--the cylindrical male sex organ used for urination and intercourse.

petting--sexual contact that excludes intercourse.

"Pill" (oral contraceptive pill)--a pill developed during the 1950s to control reproduction.

pregnant (PREG-nut)--the growth of life inside the woman's uterus.

prostate (PROS-tate)--a male gland that produces and controls the flow of semen through the penis.

puberty (PUBE-er-tee)--the time when boys and girls start to physically mature.

rhythm--a form of family planning in which intercourse is avoided during certain times.

rubber--a common term for condoms.

"safe" period--the time during monthly cycle when the female is unlikely to get pregnant.

scrotum (SCROW-tim)--the bag of skin behind the penis that holds the testicles.

semen (SEE-mun)--a milky fluid that mixes with sperm and is ejaculated.

sexuality--a broad term that includes a person's attitudes, emotions, and behaviors about his or her own body.

speculum (SPECK-u-lum)--a device used during an internal examination that allows a gynecologist to inspect the woman's reproductive organs.

sperm (SPURM)--the male cell for starting new life.

spermicide (SPURM-uh-side)--chemicals that kill sperm as a means of preventing pregnancy.

STD--sexually transmitted diseases.

syphilis (SIF-ih-lis)--a type of veneral disease or STD.

testes (TESS-teez)--two plum-sized glands that produce male sperm and hormones.

urethra (you-REE-thruh)--the tube that carries urine outside the body from the bladder.

uterus (YOU-ta-rus)--a hollow muscular gland that accommodates the fetus.

vagina (vih-JY-nuh)--the tube that connects the uterus to the exterior of the body. This canal is where the penis is inserted during coitus.

vas deferens (VAS DEF-i-rens)--tubes in males that carry sperm from the testes to the penis.

vasectomy (vas-EK-tuh-mee)--the operation to sterilize the male.

venereal disease (vih-NEER-ee-ul)--same as STD.

virgin (ver-JIN)--applies to all persons who have never had intercourse.

vulva (VUL-va)--the term given for female sex organs outside the body.

withdrawal--a method of birth control that requires the male to withdraw his penis from a vagina before ejaculation.

womb--a term used for uterus.

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APPENDIX

THE NEEDS ASSESSMENT INSTRUMENT

231

File No. ________

NEEDS ASSESSMENT INVENTORY

for

TEENAGE PREGNANCY PREVENTION

by

Anne D. Johnson, Ph.D., Home Economics Education
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James R. Johnson, Ph.D., Curriculum and Instruction
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PLEASE SUPPLY THE INFORMATION REQUESTED BELOW:

Age: _____ Sex: (check one) ☐ Male ☐ Female

Marital Status: (check one) ☐ Single ☐ Married ☐ Separated ☐ Divorced

Education Completed: (circle highest year completed) 1 2 3 4 5 6 7 8 9 10 11 12

College Education Completed: (circle highest year completed) 1 2 3 4

How many brothers and/or sisters do you have? ______

How many children do you have in each age category? (fill in blank)

If no children check here. ☐

1-5 ___ 6-10 ___ 11-15 ___ 16-20 ___ 20 or older ___

In which type of community do you live? (check one)

Rural ___ Small town ___ Small city ___ Suburb ___ City ___

Religious affiliation: (check one)

Catholic ___ Protestant ___ Jewish ___ Other ___ None ___

DIRECTIONS: Below is a series of skills related to prevention of pregnancy for adolescents between thirteen and fifteen years of age. These skills could be taught in an educational program.

Please indicate your level of approval for including each skill in an educational program for adolescents between thirteen and fifteen years of age by circling the appropriate number to the right of each item. Please be sure to complete every item.

1 = Strong disapproval
2 = Moderate disapproval
3 = Slight disapproval
4 = Neutral, neither approval or disapproval
5 = Slight approval
6 = Moderate approval
7 = Strong approval

EXAMPLE: APPROVAL

1. Explain the difference between love and attraction. 1 2 3 4 5 6 7

If you strongly approve of this skill being included in an educational program aimed at the prevention of pregnancy in adolescents, circle 7.

2. Describe important factors in selecting a marriage partner. 1 2 3 4 5 6 7

If you disapprove somewhat of this skill being included in an educational program aimed at the prevention of pregnancy in adolescents, circle 2.

Please go to next page.

Key for marking the level of approval for each skill:

1 = Strong disapproval
2 = Moderate disapproval
3 = Slight disapproval
4 = Neutral, neither approval or disapproval
5 = Slight approval
6 = Moderate approval
7 = Strong approval

SKILLS FOR ADOLESCENTS	APPROVAL
1. State signs of pregnancy in the female.	1 2 3 4 5 6 7
2. Explain how both partners can take responsibility for birth control.	1 2 3 4 5 6 7
3. Describe ways in which the double standard operates in male-female relationships.	1 2 3 4 5 6 7
4. Explain how each of the methods of birth control is used and how effective each is.	1 2 3 4 5 6 7
5. List things most liked and disliked about taking care of babies and toddlers.	1 2 3 4 5 6 7
6. Suggest ways of asking for a date.	1 2 3 4 5 6 7
7. Identify basic emotions of people.	1 2 3 4 5 6 7
8. Identify qualities of people who succeed in an interesting job.	1 2 3 4 5 6 7
9. Weigh the consequences of premarital pregnancy.	1 2 3 4 5 6 7
10. List things most liked and disliked about taking care of school-aged children.	1 2 3 4 5 6 7
11. Explain the effects of failing to treat venereal diseases.	1 2 3 4 5 6 7
12. Explain the use of verbal and nonverbal language to express thoughts and feelings.	1 2 3 4 5 6 7
13. Establish and use guidelines for communicating well with friends.	1 2 3 4 5 6 7
14. Define the term "role."	1 2 3 4 5 6 7
15. Compare mature and immature ways of achieving independence from parents.	1 2 3 4 5 6 7
16. Discuss the responsibilities of being the parent of a teenager.	1 2 3 4 5 6 7
17. State causes, symptoms, cures, and ways of preventing each of the venereal diseases.	1 2 3 4 5 6 7
18. Describe ways in which girls try to attract boys.	1 2 3 4 5 6 7
19. Explain how the messages received from parents, clergy, and friends both encourage and discourage sexual activity.	1 2 3 4 5 6 7
20. Suggest guidelines for working out disagreements with parents.	1 2 3 4 5 6 7
21. Describe ways in which people can show their love for one another.	1 2 3 4 5 6 7
22. Describe ways in which male and female bodies change during adolescence.	1 2 3 4 5 6 7
23. Identify decisions which are made by self and those made by parents.	1 2 3 4 5 6 7
24. Describe ways in which roles of wife, mother, and career person sometimes conflict with and complement one another.	1 2 3 4 5 6 7
25. Describe characteristics of meaningful dating relationships.	1 2 3 4 5 6 7
26. Compare male and female reproductive systems.	1 2 3 4 5 6 7
27. State advantages of planning for sexual activity.	1 2 3 4 5 6 7
28. Describe ways in which sexual feelings may be expressed.	1 2 3 4 5 6 7

Please go to next page.

Key for marking the level of approval for each skill:

1 = Strong disapproval
2 = Moderate disapproval
3 = Slight disapproval
4 = Neutral, neither approval or disapproval
5 = Slight approval
6 = Moderate approval
7 = Strong approval

---

29. Practice ways of working out disagreements between friends. 1 2 3 4 5 6 7

30. Share and discuss moral values with parents, clergy, teachers and friends. 1 2 3 4 5 6 7

31. Describe a medical examination required for obtaining methods of birth control. 1 2 3 4 5 6 7

32. Assess advantages and disadvantages of an interesing job. 1 2 3 4 5 6 7

33. Describe the following kinds of love: love of God, brotherly love, love between a man and a woman, and love between parents and child. 1 2 3 4 5 6 7

34. Explain why people sometimes feel guilty about their sexual feelings. 1 2 3 4 5 6 7

35. Compare roles of mothers and fathers and explain how these are acquired. 1 2 3 4 5 6 7

36. Discuss personal values that result in appropriate behavior in dating situations. 1 2 3 4 5 6 7

37. Explain the difference among three phases of the menstrual cycle indicating when conception is most likely to occur. 1 2 3 4 5 6 7

38. Suggest advantages and disadvantages of having children. 1 2 3 4 5 6 7

39. Describe ways in which communication between two people can be blocked. 1 2 3 4 5 6 7

40. Explain how hormones affect growth and development during adolescence. 1 2 3 4 5 6 7

41. Explain how the messages received from books, TV, and movies both encourage and discourage sexual activity. 1 2 3 4 5 6 7

42. Suggest ways in which sexual responsibility can be handled. 1 2 3 4 5 6 7

43. Explain why couples may fail to use birth control. 1 2 3 4 5 6 7

44. Explain how decisions are made in dating relationships. 1 2 3 4 5 6 7

45. List reasons why young people fail to plan for sexual intercourse. 1 2 3 4 5 6 7

46. Explain the importance of a medical examination in obtaining some methods of birth control. 1 2 3 4 5 6 7

47. State functions of each of the major parts of the male and female reproductive systems. 1 2 3 4 5 6 7

48. Suggest advantages and disadvantages of getting married. 1 2 3 4 5 6 7

49. Illustrate appropriate ways of declining a date. 1 2 3 4 5 6 7

50. Describe characteristics of meaningful friendships among members of the same sex and the opposite sex. 1 2 3 4 5 6 7

51. Explain the differences between personal goals and family goals. 1 2 3 4 5 6 7

52. Describe the characteristics of meaningful marriage relationships. 1 2 3 4 5 6 7

53. Explain how emotions can affect actions. 1 2 3 4 5 6 7

54. Discuss the meaning of kissing, petting, and intercourse for boys and girls. 1 2 3 4 5 6 7

55. Practice ways of working out disagreements with parents. 1 2 3 4 5 6 7

56. Identify and discuss sources of disagreements between young people and their parents. 1 2 3 4 5 6 7

Please go to next page.

Key for marking the level of approval for each skill:

1 = Strong disapproval
2 = Moderate disapproval
3 = Slight disapproval
4 = Neutral, neither approval or disapproval
5 = Slight approval
6 = Moderate approval
7 = Strong approval

---

57. Recognize male and female similarities in stages of sexual excitement. 1 2 3 4 5 6 7

58. Suggest qualities which are important for parents to have. 1 2 3 4 5 6 7

59. Classify those contraceptives which are used by the female and those which are used by the male. 1 2 3 4 5 6 7

60. Investigate an interesting job. 1 2 3 4 5 6 7

61. Explain the advantages and disadvantages of each method of birth control. 1 2 3 4 5 6 7

62. Suggest ways in which people are accepted into groups. 1 2 3 4 5 6 7

63. Identify personal goals related to marriage and family. 1 2 3 4 5 6 7

64. Explain the difference between love and affection. 1 2 3 4 5 6 7

65. State the methods of birth control that require a doctor's prescription. 1 2 3 4 5 6 7

66. Compare the concept of responsibility with that of romantic notion. 1 2 3 4 5 6 7

67. Cite the consequences of having premarital sexual intercourse. 1 2 3 4 5 6 7

68. Discuss concerns that adolescents have about their changing bodies. 1 2 3 4 5 6 7

69. Describe ways in which the roles of husband, father, and career person sometimes conflict with and complement one another. 1 2 3 4 5 6 7

70. Explain reasons why people fail to have venereal diseases treated by a doctor. 1 2 3 4 5 6 7

71. Explain reasons why some teenagers become pregnant. 1 2 3 4 5 6 7

72. Summarize the responsibilities of being the parent of an infant or toddler. 1 2 3 4 5 6 7

73. Explain ways in which sexual feelings fit into lifestyles. 1 2 3 4 5 6 7

74. Explain how emotions affect the decision to use birth control. 1 2 3 4 5 6 7

75. Practice ways of dealing with anger. 1 2 3 4 5 6 7

76. Suggest advantages and disadvantages of being single. 1 2 3 4 5 6 7

77. Discuss ways in which boys try to attract girls. 1 2 3 4 5 6 7

78. Correctly identify the steps of decision-making. 1 2 3 4 5 6 7

79. Define the following terms: values, goals, decision-making. 1 2 3 4 5 6 7

80. Explain how cooperation among family members helps each individual to achieve personal goals. 1 2 3 4 5 6 7

81. Identify personality characteristics that are important in friends, dates, and marriage partners. 1 2 3 4 5 6 7

82. Identify places where safe and effective contraceptives can be obtained. 1 2 3 4 5 6 7

83. Identify the areas in a teenager's life for which he/she is responsible. 1 2 3 4 5 6 7

84. Compare roles of husbands and wives and explain how these are acquired. 1 2 3 4 5 6 7

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I understand that responding to the Needs Assessment Inventory for Teenage Pregnancy Prevention is entirely voluntary on my part. The University of West Florida may use the information on my copy of this instrument for further development of the instrument. I also understand that I will not be personally identified in the project in any way.

Signed: ________________________

This public document was promulgated at an annual cost of $2,914.40 or $4.48 per copy to develop a pregnancy prevention curriculum for middle school students. UWF 204-4-82.

State of Florida
Department of Education
Tallahassee, Florida
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